MISSIONS IN THE SUNDAY SCHOOL

A MANUAL OF METHODS

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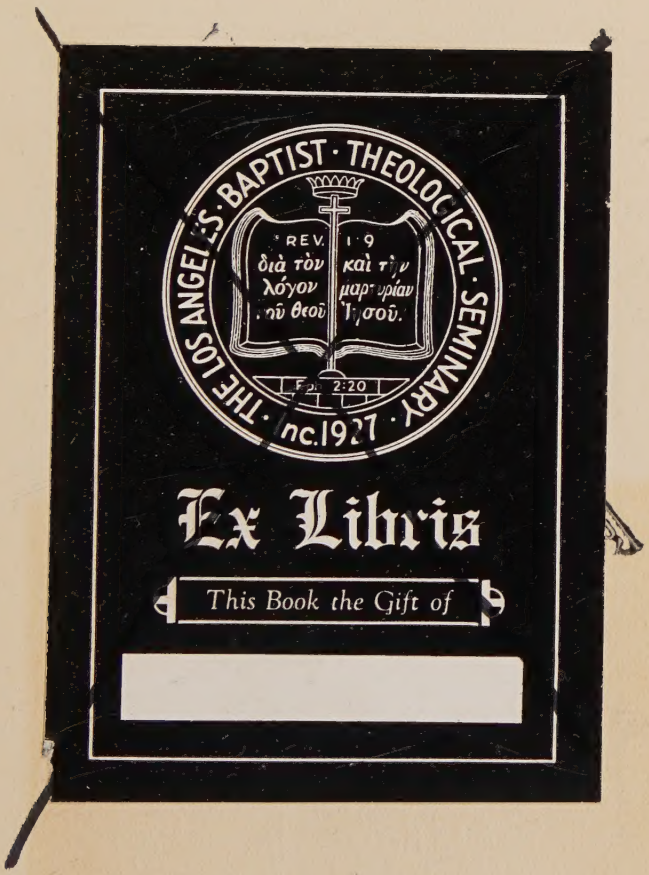
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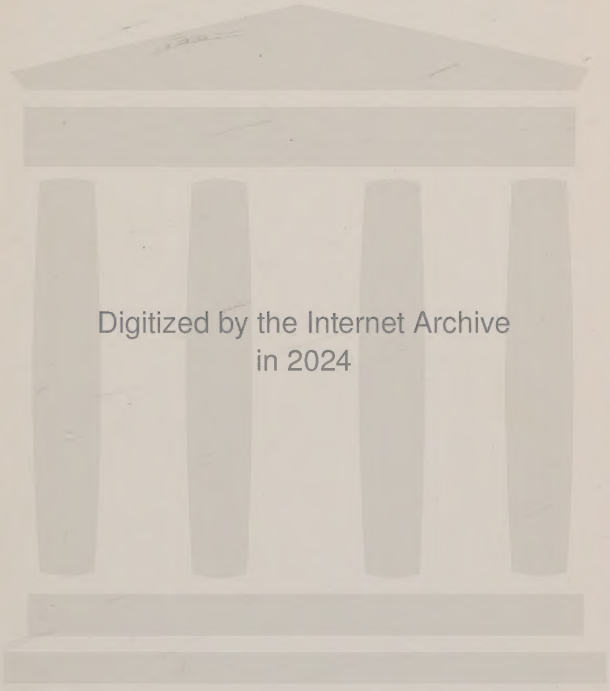

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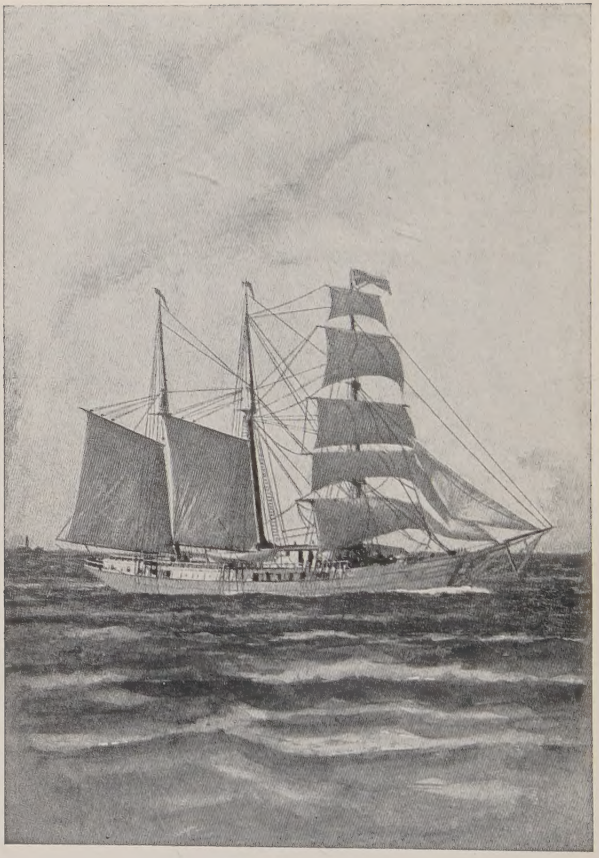

THE "MORNING STAR"

See page 135

MISSIONS IN THE SUNDAY SCHOOL

A MANUAL *of* METHODS

By
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INTRODUCTION.

No Sunday-school can live within four square walls. To attempt it is suicidal. The Church, Sunday-school, or individual, for that matter, whose Christian life is self-centered, has already started on a fatal decline. There is absolutely no exception to this rule.

On the other hand the opposite is true: that the Church, Sunday-school, or individual, with a world view of the kingdom of Jesus Christ and recognizing responsibility thereto, will grow in spirituality and power. We have forgotten all too long that the way to have plenty at home is to "make a little cake" for God first.

Never have I held a book in my hand with greater joy than this volume. Never was a book more greatly needed, especially in the Sunday-school world. It deals with fundamentals. The very foundation of our success is here treated with a master hand and in the simplest and most practical manner. The more our Sunday-schools know about missions the more they will desire to help the cause. The more they help, the greater will be their interest in their home work.

One reason why we are so far behind in this

phase of Christian service—indeed, farther behind than we are in teacher training, grading, management, Bible study, and extension work—is because there has not been given to the children and youth in our Sunday-schools, systematic, comprehensive, and attractive instruction along missionary lines.

This book is a very gold mine of suggestions. Its strength is in the simplicity and explicitness of its treatment of the subjects it deals with. Many superintendents and teachers do not know how to make a Missionary Day attractive. This book will tell how. Many do not know where to gather the material for effective missionary addresses. This book will answer that question, not only in its pages, but in the splendid bibliography in the back.

It is my candid judgment that twenty-five years of sane, systematic missionary instruction in our Sunday-schools will forever do away with the great debts carried by our missionary boards, multiply by millions the money poured into their treasuries, and increase ten-fold the number of missionaries who are carrying the Gospel to those who need it in the homeland and foreign countries.

Every pastor should own this book; likewise every superintendent and teacher. It should be placed in the Workers' Library of every Sunday-school. New vigor would be added to the teachers' meeting if this book were read there chapter by chapter. If you have no other book in your library, buy this and see that every worker in the school reads it. The suggestions in it, if carried out, will add life to the school, numbers to the roll, money to the treasury, besides all that is done specifically for missionary work. May God's blessing go with it in its mission of usefulness.

MARION LAWRANCE.

Toledo, Ohio, April, 1906.

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MISSIONS IN THE SUNDAY SCHOOL

CHAPTER I

THE SUNDAY SCHOOL AND MISSIONS

In the problem of the world's evangelization, the Sunday-school, of all forms of Church organization, is supreme in its possibilities for service. Its field is the world, and it deals with the most impressionable age in life. Because of its youth, its wealth of lives, and its resources in gifts and prayers, it stands unmatched in the religious realm.

Pivotal Place of the Sunday School

The Sunday-school represents the main teaching work of the Church. It should aim to secure the conversion, the development in Christian life, and the training for service of each person who enters its fold. To this end it is essential that the Sunday-school be thoroughly equipped and earnest in its service. The parent Church must recognize the latent possibilities of its Sunday-schools. The Roman Catholic Church has not been mistaken in the nurture which she has bestowed upon her children. Notice the devotion of her people to the Church, and her extension throughout the world. Says Dr. Charles E.

Jefferson: "With all her follies and crimson stains, Rome goes on her conquering way, because she knows the value of a child."[1]

Thus far, "America has practically been saved to Protestant Christianity by the Sunday-school."[2] Yet we must remember that while eighty-seven per cent. of the members of evangelical Churches come from the Sunday-schools, this only includes forty per cent. of its membership. In other words, sixty per cent. of those who have at some time been affiliated with the Sunday-school never unite with the Church; and for every two of its members who are saved to its service three pass out never to return.[3]

The Value of Childhood

In the economy of the world God has laid special emphasis upon the value of a little child. "Lo, children are a heritage of Jehovah," said the Psalmist.[4] In three Gospels it is recorded that Jesus Christ said to his disciples, "Suffer the

[1] Quoted by G. W. Mead, *Modern Methods in Sunday School Work*, 15.

[2] H. C. Trumbull, *Yale Lectures on the Sunday School*, 122.

[3] J. F. Goucher, Address, "The Sunday School and Missions."

[4] Psalm cxxvii. 3.

little children, and forbid them not, to come unto me: for to such belongeth the kingdom of heaven."[1]

Through some incident in childhood Alexander Duff, Fidelia Fiske, Eliza Agnew, Alexander Mackay, and others received their first impulse to become missionaries. David Livingstone declared his missionary purpose at twenty-one, Jacob Chamberlain at nineteen, Bishop Thoburn at seventeen, and James Chalmers at fifteen years of age.

It is worthy of note that in foreign mission work the strategic importance of work among the children is not underestimated. Tradition says that the first convert to Protestant Christianity in Korea was won by a little Christian Chinese lad. The Ewa school for girls in Seoul, Korea, was first started through the agency of a poor, way-worn waif.

The Sunday School a Great Opportunity

Some thoughtful people ask why Sunday-school workers are continually talking about the children and youth, and are sometimes seemingly

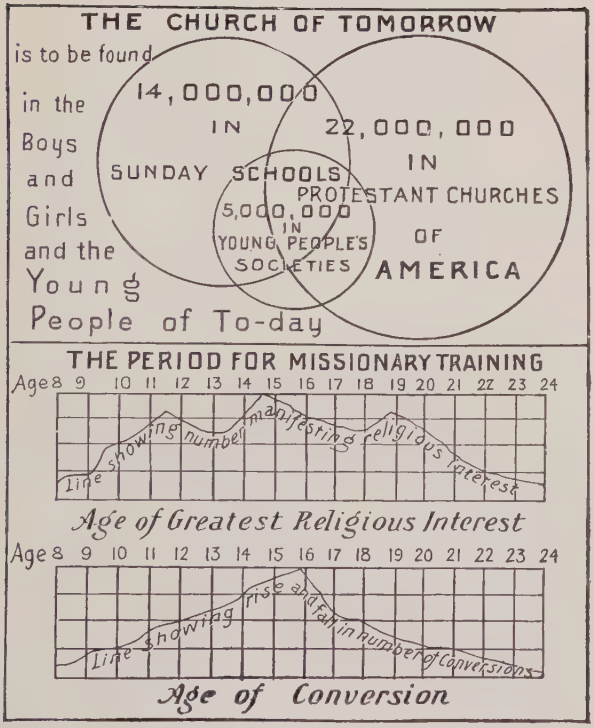
[1] Matt. xix. 14; Mark x. 14; Luke xviii. 16.

neglectful of the adult members of the school. The workers realize that from the ranks of the young the Church membership will be largely recruited, and that the training to and through the period of adolescence most often brings soul victory.

Statistics show that eighty-seven per cent. of the evangelical Church members have been trained in the Sunday-school, and that the largest number of conversions occur between twelve and twenty, the sixteenth year being the year of maximum number of conversions for girls, and the seventeenth year for boys.[1] The age of greatest religious interest and conversion naturally constitutes the period for the most effective and fruitful missionary training.

It is evident that if for thirty consecutive years all the young people in the world between ten and twenty-three years of age could be reached by Christian teaching, the world's evangelization would be accomplished! Of equal significance are the words of Mr. John P. Pepper, of the International Sunday School Lesson Committee, "I do verily believe that the

[1] Address, J. F. Goucher, "Young People and the World's Evangelization."



Field and Period for Missionary Training

heathen nations can be converted to the religion of Jesus Christ in one generation if the Church will but rear in faith a generation to do the work."[1]

The Obligation to Know Christian Missions

President John F. Goucher, of the Woman's College, Baltimore, Maryland, expresses clearly the missionary ideal for Christian character. "If we would pray 'Thy kingdom come' with intelligent sympathy, we must have knowledge of what the petition implies. The study of missions is the study of the spirit, the life, the activity, the method, the objective, of the Church and the means to the establishment of the kingdom. The gage of the Church is its missionary spirit and activity. This is the all-inclusive work of the Church, covering evangelistic, educational, hospital, orphanage, and every form of Christian activity.

"All kinds of benevolent societies are but limited forms or special differentiations of the one great, comprehensive mission of the Church, and subsidiary to it. It is essential, therefore, that the

[1]Address before the New Orleans Missionary Conference, 1901.

study of God's purpose and plan to extend his kingdom, as revealed in the Bible, should be illustrated, supplemented, and enforced by the study of the development of God's kingdom as it is being wrought out through Christian missions."[1]

The Sunday School and the Missionary Ideal

The Sunday-school instruction should clearly embody the missionary ideal. Some Christian teachers lack perspective in their teaching, in that they do not place first things first, and emphasize the fundamentals of complete Christian life and experience. They cannot do their whole duty and neglect to teach the missionary principle. Frequently in religious organizations as in our individual lives, we become self-centered. Says Dr. Charles W. Rishell, "One of the most serious dangers of the Sunday-school is that it will train its members to be passive recipients of good rather than active bestowers of good."[2] In some cases the teachers have not clearly grasped the idea of the Bible as a missionary book. It must

[1] J. F. Goucher, Address, "The Sunday School and Missions."

[2] C. W. Rishell, *The Child as God's Child*, 137.

be remembered that this Book is the authentic record of the way in which God has gradually but surely revealed himself to the human race; that it is the means by which that revelation is to enlighten the whole earth, and bring all men to a full knowledge of himself. The so-called proof-texts, such as "Go ye therefore, and make disciples of all the nations," are but the inevitable deductions, "corollaries," from the Gospel itself.[1] Neither should we forget that Christ himself was the greatest missionary which the world has seen. Therefore, we should endeavor to mold every Christian life on the missionary basis, and thus enable all disciples of Jesus Christ to accept the obligation which God has laid upon them. The missionary ideal kept systematically before the Sunday-school will enable it to possess a knowledge of the growth of Christianity, its power, its adaptability to all nations and individuals, and its absolute necessity in the development of the world.

Missions in Building Christian Character

Testimonies from young people throughout the country who have been studying missions sys-

[1] R. F. Horton, *The Bible a Missionary Book*, 27-30.

tematically for a year or more emphasize the substantial place which missionary achievement and missionary biography may have in the life of young people. Mission study broadens the intellectual horizon, deepens the spiritual life, encourages personal service, and creates a broad sympathy with the world-wide mission of Christ. One student says, "It puts iron into the blood." Another says, "The faith and devotion of the missionaries and native Christians stimulate us to greater faith and sacrifice."

The Sunday School a Recruiting Force

An interest in missions is not sufficient to save the world. The propaganda upon which we have entered demands an immediate increase in the staff of workers in the home and foreign fields. At the present time there are not enough candidates applying to meet the needs of the boards, and the missionaries are asking for a still greater number. Age and illness are depleting the ranks of those at the front, new fields are waiting to be occupied, and weak points must be fortified. Bishop Thoburn, in a letter to the Student Volunteer Movement, says: "Thousands of well-qualified young men and young women are not

even thinking of the missionary enterprise, simply because it has never been brought before them in such a way as to suggest that they could engage in it if they so desired."[1] The Sunday-school alone is capable of providing missionaries sufficient for the world's evangelization. The membership of the Sunday-schools in the United States and Canada is not less than 14,000,000. It is from the various organizations of the Church that the majority of the young men and women enter the colleges and universities for training to prepare themselves for this service, or while there experience a call to the mission field. On the basis that it will require 40,000 missionaries to evangelize the world,[2] it will not require a tithe, but only one three-hundred-and-fiftieth of the present membership of this Sunday-school body. The numbers will be forthcoming when the Church and the Sunday-school are fully responsive to the thought of Christ.

Making Effective Christ's Commission

The divine commission of the Sunday-school, as well as the Church, is to carry to completion

[1] John R. Mott, *The Pastor and Modern Missions,* 162.
[2] Ibid., 156.

our Lord's purpose for the evangelization of the world. The realm of activity for the Christian Church is the world. "Ye shall be my witnesses . . . unto the uttermost part of the earth."[1] It is one of the most hopeful signs of the present time that the Sunday-school is gaining in its missionary spirit. Sunday-school workers are finding a rapidly increasing place for the presentation of missions, both in the regular work of the Sunday-school and on convention programs.

The well-known Sunday-school writer, the Rev. F. N. Peloubet, says that the Sunday-school which will be in the front line "will be a missionary school, deeply interested in spreading the Gospel, widening the horizon even of the younger scholars, and building them up in an unselfish desire to help others . . . in the great work of the Church. The missionary interest is the saving of the Church, the enriching of the Church, the broadening of the Church."[2]

In another recent work on Sunday-school methods, the Rev. George W. Mead says: "No one thing is more significant of the growth of

[1] Acts i. 8.

[2] F. N. Peloubet, *The Front Line of the Sunday School Movement*, 39.

Christianity and its matchless power upon the world than the growth of the spirit of missions in Bible-schools [Sunday-schools]. There are now whole Bible-schools organized *as schools* with the purpose of the Master; the Gospel for every creature. These missionary schools . . . with eyes upon the world's horizon, . . . are the growing schools, increasing mightily in numbers, gifts, and powers, following in the wake of the Moravian Church, with a continual revival at home."[1]

[1] G. W. Mead, *Modern Methods in Sunday School Work*, 232.

CHAPTER II

THE MISSIONARY ORGANIZATION OF THE SUNDAY SCHOOL

The plan of organizing the Sunday-school into a missionary society having its own officers has been one of the most successful forms of missionary organization in the Sunday-school. This plan has been in vogue in the Methodist Episcopal Church for more than fifty years, with the result that the gift of its Sunday-schools to missions during the year 1905 amounted to $510,773, the largest of any denomination. The work of such an organization is not antagonistic to the regular progress of the Sunday-school, but a natural and stimulating part of it.

In some denominations power has been vested in a permanent missionary committee which seeks to make the school a real power for missions.

The Superintendent

It is essential that the Sunday-school superintendent, standing as he does for all the interests of the school, be thoroughly informed concerning

missions and the missionary enterprise, and that he stand in such close and sympathetic relationship to the missionary society or the missionary committee that the very best results will be obtained. Mr. Marion Lawrance, General Secretary of the International Sunday School Association, and for twenty-eight years a superintendent, says: "Many schools are woefully ignorant of the missionary work of their denomination. We superintendents are at fault. The schools ought to know and to be interested. Then they will give. 'No information—no inspiration'."[1]

The Teacher

A great responsibility for promoting results also rests upon the teachers, because of their personal relation to the individuals who make up the schools. The biography of David Livingstone emphasizes the fact that the religious life of this consecrated missionary "had a resemblance to that of David Hogg, under whose instruction he had sat in the Sunday-school."[2] The late B. F.

[1] Marion Lawrance, *How to Conduct a Sunday School*, 24.

[2] W. G. Blaikie, *The Personal Life of David Livingstone*, 32, 33.

Jacobs said, "A Sunday-school worker who is not a missionary worker is out of place."[1] If all Sunday-school teachers were patterned after this ideal the world's evangelization would be hastened by several decades.

Size and Membership of Schools

Many Sunday-school workers throughout the various denominations may feel that it is impossible for them to accomplish large results for missions because the schools are small and are meagerly equipped. The average Sunday-school in this country numbers less than one hundred people all told, and must from necessity meet in one room.[2] The plans and suggestions offered in this manual are the result of work done in Sunday-schools of all grades and sizes, and it is believed that with wisdom, discretion, and unfailing courage every Sunday-school may be organized for effective missionary service.

Work of the Missionary Committee

The success of organizing the Sunday-school for missions will not depend so much upon the

[1] Quoted by Belle M. Brain, *Holding the Ropes*, 124.
[2] Marion Lawrance, *How to Conduct a Sunday School*, 44.

Faithful Workers in Japan

size of the school as upon the consecration and efficiency of the workers. In small schools the committee should consist of three, and in larger schools of five members; sometimes it may be advisable to have more persons on the committee. The committee should meet at least once a month for prayer and plans, and should regularly report its progress to the board directing the Sunday-school. There should be a division of responsibility and each member of the committee should be designated to develop some special points of the policy outlined at the beginning of the year. Let the committee ask for the necessary funds for the purchase of literature and supplies to carry out their plans. If money cannot thus be furnished, possibly the pastor, the superintendent, the teachers, laymen, or other friends of the missionary cause will by gifts make it possible to begin the work.

The policy may consist of any or all of the points which are outlined in the following paragraphs. If it is impossible to adopt all of the suggestions of this chapter, choose certain salient ones at the beginning and gradually add others. It is desirable that the first phases to be considered should be the illustration of the regular

Bible lesson, a monthly missionary exercise, missionary training for teachers, a missionary library, and instruction concerning systematic giving and prayer.

The International Sunday School Lessons

In addition to the regular provision for missionary instruction, some of the best illustrations for Bible lessons may be drawn from the mission field. *The American Baptist Missionary Magazine* contains a series of missionary illustrations for the entire course of the International Sunday School Lessons. *The Sunday School Times* also presents several missionary illustrations for each lesson. Teachers should more frequently turn to the mission study text-books, to the missionary libraries, and to periodical and leaflet literature on missions for material which will make Bible instruction more impressive. In some schools five minutes is devoted at the close of the session each Sunday to illustrate the lesson for the day by facts or stories from mission fields. The International Sunday School Lesson Committee has arranged for two optional missionary lessons in the regular series.

Missionary Exercises

A thirty minute monthly missionary program has been the method of missionary instruction most universally used in the past, being made a natural part of the Sunday-school exercises without infringing upon the period of study assigned for the regular lesson. If the Scripture lessons are not to be illustrated by five minute missionary talks on the remaining Sundays of the month, this time on such Sundays might well be given to themes relating to the regular course of the monthly missionary exercise. In some cases where the last Sunday of the month is observed as Missionary Sunday, some of the review Sundays are given to extended missionary programs. The monthly missionary exercises should not be set aside in case mission study is adopted, but should still remain a part of the whole plan. (See Chapter III.)

Senior Department

In the Sunday-schools where classes for young men or young women meet separately, or where adult classes have separate rooms and exercises from the rest of the school, the suggestion is

made that the mission study courses should be taken up. This is now being done by a number of Sunday-schools, and the success that has attended the venture should invite other schools to make the experiment.

Where suitable leaders can be obtained, additional scholars may be won to the Sunday-schools by offering them the attractions of a mission study class, and inducing them to join a regular Bible class at the expiration of the term of mission study. In the case of small schools, the whole senior department may be organized for a brief period into a mission study class. The mission study courses offered are but eight weeks in length, and it is easy for a regular Sunday-school class to organize itself into a mission study class for a portion of the year. (See Chapter V.)

Intermediate Department

During the period of adolescence children are most impressionable, and permanent influences will be the result of careful missionary instruction. The children should have the advantage of the monthly missionary exercises, and the teachers should supplement this in the class. The

Presbyterian Church of Canada has introduced into its Sunday-school publications a systematic series of questions on missions, and provides each teacher with missionary material upon which to instruct the class. The American Baptist Missionary Union has published very desirable courses for the scholars, accompanied by a manual for the teacher. The suggestion is regarded with favor that brief biographical mission study classes be tried as one possible solution of the problem of holding boys of adolescent age in the Sunday-schools. (See Chapter III, pp. 31-33, and Chapter V, p. 64.)

Primary Department

It is often customary for the primary department to leave its room and join the main school for the monthly missionary program. Generally, the address given is not interesting to the younger children, nor does it appeal to their sympathy. It will be found much more effective and better for the school if this department can plan for its own missionary exercises. (See Chapter IV.)

Normal Department

In the normal department of the Sunday-school, where young men and young women are trained for teaching Sunday-school classes, there is an admirable opportunity to train them for missionary work. In addition to the regular mission study courses, which inform upon the subject of countries, peoples, native religions, and missionary work, instruction in missionary methods might profitably be included. If the normal class is carefully trained, within a few years the Sunday-school teachers will constitute an active missionary force.

Home Department

The home department is proving itself one of the greatest movements of the modern Sunday-school, reaching as it does those who do not attend the school. This department has had a phenomenal growth, showing in 1905 a membership of 393,845.[1] It is important that this large army of Bible students, who receive no missionary instruction direct from the Sunday-school,

[1] Report of the General Secretary, International Sunday School Association, 1905.

and a large number of whom, because they are non-church-goers, receive no knowledge of missions through the regular Church channels, should receive missionary instruction as a part of the home department course of study. It is possible to introduce missionary reading courses among the members of the home department, and thus secure their co-operation.

Training the Forces

While there is a growing demand for missionary instruction, the greatest barrier is to be found in the lack of people who are trained to teach missions. Many of the teachers are eager to do the work and would be willing to fit themselves for it. Systematic mission study for Sunday-school teachers may be promoted through a mission study class or the regular teachers' meeting. However, as only about one third of all the churches in the United States and Canada have a teachers' meeting[1] the mission study class appears the more feasible. (See Chapter V.)

[1] Marion Lawrance, *How to Conduct a Sunday School*, 97.

Sunday School Unions and Institutes

In many cities and larger towns are held weekly or monthly sessions of City Unions, Primary Unions, and Institutes which afford opportunity for the presentation of missionary exercises. In some places this plan has already been adopted, and teachers testify that it is one of the most helpful features of the instruction which they receive.

The Missionary Library and Museum

The missionary library and museum are two features which will prove most attractive to the children, and which will be of lasting benefit to both the church and the school. Not only will they give pleasant and profitable recreation to those who may be able to take advantage of them but they will be of inestimable value to those who are preparing to do educational work. (See Chapter VI.)

Giving

When the policy concerning giving is under consideration let Scriptural habits of giving form the basis of the work, and a definite plan for the

systematic collection of money be arranged with care. Intelligent giving, combined with systematic effort in collecting the money, will result in the largest gifts to the mission cause. (See Chapter IX.)

Prayer

The success of the work inaugurated will depend very largely upon the amount of prayer which the officers and teachers will give to it. Likewise, success upon the mission field will depend to a great extent upon the intelligent and definite prayers of the Christian people found in churches and Sunday-schools. (See Chapter X.)

Missionary Concerts

At intervals during the year missionary concerts may be given by the children which will be the means of securing a large attendance of the church membership and congregation. Since the adult members of families are specially interested in anything which the children undertake, attractive exercises may be arranged, much more profitable than many cantatas and other programs which are now given as Sunday-school

entertainments. Instruction concerning a great cause as well as delightful entertainment is afforded through a missionary outlook in the program. (See Chapter III, pp. 38-41.)

Conventions, Conferences, and Other Meetings

The many conventions which are now being held in connection with Church and Sunday-school work are available avenues through which to influence Sunday-schools to do missionary work. The denominational missionary conventions, summer assemblies, and the various meetings of the Sunday-school Associations should be utilized. (See Chapter XII.)

Practical Work

Opportunities for practical work will be sought by the children as soon as they see the need of helping those who are unfortunate. When such a desire is manifest, the committee should plan to engage the energy of the individuals by offering some objective for service. (See Chapter XI, also *Holding the Ropes,* Chapter X.)

CHAPTER III

MISSIONARY EXERCISES, SENIOR AND INTERMEDIATE DEPARTMENTS

Sunday-school workers in general are following the line of least resistance and adopting a series of missionary exercises for the entire school as the most feasible and practical plan of missionary instruction. It has in its favor the recommendation of years of trial in a large number of prominent schools and the endorsement of experienced workers.

Through this plan every member of the Sunday-school may be reached. In addition to the children in the Sunday-school, there are always adult members who are supporting the missionary cause and who are only receiving information concerning the world-wide extension of the Church through a sermon or two each year and possibly a missionary prayer meeting.

This form of instruction is wise, because a regular and systematic presentation before the entire school will not only emphasize the importance of a knowledge of missions but will also give expression to the fact that missions are a legitimate part of the work of the church. The

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support of the missionary cause is an obligation laid upon each member of the church and school, and should form a part of the regular Christian life and experience of its members.

Such missionary teaching will instruct children how to collect money for missions, promote intelligent prayer for missions, and lead the school to an acquaintance with its denominational missionaries and their fields of activity.

The Viewpoint

Whatever the plan for class work may be, the senior and intermediate departments are generally thrown together for the opening and closing exercises of the school. Many church buildings are constructed with but one assembly room for the Sunday-school, the adult classes meeting for their lesson period in small adjoining rooms which may be opened into the main room. It should also be remembered that the average school must meet in a single room. Therefore, considering the school from this practical standpoint, missionary exercises should be arranged to interest and instruct the members of both departments.

When the senior department is conducted entirely apart from the remainder of the school, unless mission study is introduced, a definite and comprehensive plan for missionary instruction should be adopted.

The primary department should be treated as an independent branch of the school, and have provision made for a complete course of missionary training. (See Chapter X.)

Order of the Missionary Exercises

The plan outlined in the preceding chapter includes a monthly missionary program, a five minute talk illustrating the regular Bible lesson or relating to the theme of the monthly missionary program for the remaining Sundays of the month, and also a possibility of extending the time of the missionary exercises which will come on quarterly review Sundays. On the regular missionary Sunday the program will be similar to the following:

I. The opening exercises, including song, Scripture, and prayer, missionary in character, thus giving a missionary tone to the entire session.

II. Class instruction by the teacher for ten or fifteen minutes.

III. The concluding exercises, including a fifteen minute missionary exercise, prayer, and song.

On the other Sundays of the month the five minute theme and prayer will constitute the entire work. This suggestion has been followed with great success in the Central Presbyterian Church, Orange, New Jersey. Recently a vote was taken when it was decided by a majority of both scholars and teachers to continue this plan.

Weekly prayer for missions should be offered by the school and each member led to feel the responsibility of uttering similar petitions daily. The prayer theme may be given and a prayer offered every Sunday in connection with these exercises. (See Chapter X.)

The committee should arrange all exercises so that there will be a correlation of instruction from the superintendent's desk to that given by the teacher and to whatever is taken home by the scholars.

Who Shall Conduct the Exercises

1. The teacher and older members of the school may give brief talks.

2. An excellent plan in some Sunday-schools provides that the classes, especially in the intermediate department, rotate in presenting the monthly missionary program. To assist schools in carrying out this suggestion a series of six programs have been prepared by the Young People's Missionary Movement. (See Appendix C.)

3. In some schools the teachers and scholars alternate in providing the missionary exercises.

4. In many churches there are now persons who have done some systematic mission study in the Young People's or Woman's Missionary societies who may conduct some of the exercises.

5. On a quarterly Sunday a mission study class may give a review of the work in their course.

6. On another quarterly Sunday the younger people, including the primary department, may give a spectacular exercise of some sort.

7. Often it is possible to secure a missionary or some specialist in missionary work to make an address.

An Ideal Plan in Practical Operation

Mrs. John R. Mott describes the following plan for interesting the Sunday-school in missions, which has been used for the last five years in the First Methodist Episcopal Church, Montclair, New Jersey. "From May to October a five minute talk is given before the whole school every Sabbath on the subject for which the collection is taken. For this six months all special subjects but one are for local work. *From November to April ten minutes is given each Sabbath for the presentation of a contribution to foreign missions.* The best available speakers are secured, whether they be found in the Sunday-school, the church, the town, or outside. The committee in very many cases not only tells where the material for the topic is to be found but furnishes the book and suggestions as to how the subject should be treated. They do not read missionary letters or allow speakers to read from manuscript, believing that a crude talk is better than a more finished production which has to be read. For supplementary work they use the blackboard, curios, maps, charts, and pictures. They devote a number of months to separate

Boys are Boys the World Over

countries, having given twenty-two Sundays to Africa, and as many to Japan and India."[1]

The Subject Matter

Biography, travel, adventure, and descriptions of missionary work are among the most popular themes. There are many other topics relating to countries, peoples, economic, social, and religious conditions which will add variety and prove of extreme interest. Larger intelligence and deeper interest can doubtless be gained by pursuing the study of one country and its people for a consecutive number of months. A vast amount of material upon these subjects will be found in the missionary books recommended for the Sunday-school library. (See Appendix B.)

Missionary biography is recommended as one of the best means of influencing people to become missionaries. It is often true that the things which are most interesting to boys and girls is the account of the lives of people who have succeeded in life or who have accomplished

[1] Leaflet, "The Missionary Cause in the Sunday School." Presbyterian Board.

wonderful deeds. It should be remembered that a young mind is able to draw correct inferences from facts, though the power to form inference into proposition may be altogether lacking. Thus the moral and religious lessons related in Bible stories and biographies are felt as a power in life long before an analysis of the causes are possible to the child.[1]

It may not always be possible to find the right kind of material concerning the lives of great missionaries. As a substitute, and in many cases of equal value, the lives of native Christians may be used. The trials and triumphs of the native Christians in mission lands cannot fail to ennoble and enrich the lives of those who learn of them.

The range of ideas that may be utilized in making the programs interesting is large, and may include many accessories, such as maps, charts, chalk talks, pictures, curios, and the like. (See Chapters VII and VIII.)

The products of constructive work by children will be extremely interesting and fascinating for presentation to the school. Of course, it is understood that such work must be done outside of the regular Sunday-school session, and it is sug-

[1] C. W. Rishell, *The Child as God's Child*, 62, 63.

gested that some of the Sunday-school classes or the Junior societies among the children prepare the material. (See pp. 92-95, for suggested forms of Constructive Work.)

Story Telling

Story telling is one of the most valuable and attractive methods of missionary instruction, maintaining interest and holding attention, as it does, and at the same time putting into concrete and comprehensive form the facts and truths to be taught. It has become a strong feature in some grades of the public schools, and is continually gaining favor in Biblical and other forms of religious instruction. Jesus Christ employed this method continually in his ministry and teaching.

In story telling it is necessary to keep in mind a double viewpoint, since the boys and girls apparently take different views of life, and are impelled to action and decision by different motives. While boys seek masculinity, as shown in adventure, heroic deeds, and those features which picture life in action, girls are attracted and influenced by a presentation of the needs of the field, especially the conditions existing among

women and children, touching experiences of native Christians, and in fact any of those things which contain sentiment and tend to arouse sympathy. In either case we should strive to picture examples of the power of Christianity in the lives of people, especially children and young people.

If a story pure and simple is to be rendered, let it be done with the natural and unconstrained speech of every-day life. Often the application of a story or lesson may be made more personal and impressive by a question than by a direct statement. In like manner facts may be made clearer and truths magnified by the law of contrast. For example, a description of the religious practices and customs in some heathen lands cannot fail to enhance the appreciation of the need of the Gospel to save.

Choose bright, pointed, and instructive stories, marked at times with wit, humor, or pathos. Let the speaker show enthusiasm, conviction of purpose, and consecration to the cause. Stories of some length are received with the greater appreciation, and, in case these cannot be obtained, a number of short stories or brief incidents should be used connectedly for illustration. Along

with story telling, maps, charts, pictures, and objects may be used to good advantage.

Scripture

With the regular instruction about missionary work the children should be informed as to what the Bible teaches concerning missions. Every program should include some command, promise, or passage to suit the special case selected. It may be read slowly or recited; it may be used at the beginning or at the close of the hour, as seems best; but in every case its significance should be made plain. Very often an appropriate golden text may be given orally or used as a motto for the wall. Some passages that have been used with good effect are here given to show the attractiveness with which Scripture lessons may be presented:

1. When the school is beginning the study of a country, special passages may often be used, such as, for example, for China, Isaiah xlix. 8-12, in which Sinim may refer to China, using the twelfth verse for the golden text. When Africa is the subject, give the story of Philip and the Ethiopian, Acts viii. 26-39, with Psalm lxviii. 31

as the golden text. In the case of Japan or other islands, Psalm xcvii. 1 and Isaiah xli. 1-5 may be used; for a home mission program Acts xvii. 22-28 will be appropriate.

2. When presenting the lives of children in foreign lands, use some of Christ's words concerning little children, such as Mark x. 13-16; for a lesson concerning the martyrdom of native Christians, use Hebrews xi. 35-38, and for their coronation, Revelation vii. 13-17.

3. Passages of Scripture which have become famous in connection with the lives of great missionaries are also helpful. In connection with Livingstone's life give Psalm cxxxv and Psalm cxxi (the Traveler's Psalm), both of which selections were read on the morning he left his home at Blantyre, Scotland, to go to Africa. When Captain Allen F. Gardiner and his six companions starved to death in their attempt to reach the heathen at Tierra del Fuego, on the rock above their lifeless bodies was discovered a hand painted on the rock pointing to the words, "Psalm lxii. 5-8." Joseph Hardy Neesima was won to the Christian faith by Genesis i. 1, which he found in a Chinese Bible in the library of a

friend in Japan, and John iii. 16, which he slowly spelled out in an English Testament while working his way to America on a steamer.

4. Many suggestive readings for the use of the Bible in missionary programs will be found in *Holding the Ropes,* by Miss Brain. The following has been selected as a very effective lesson, contrasting the idols of the heathen with the Jehovah God of the Christians: Read Isaiah xl. 9-13, describing the majesty and power of God, and give special emphasis to the words, "Behold, your God!" (vs. 9); then holding up an idol say, "Behold the heathen's God," and read Psalm cxv. 4-8. "The Bible and Foreign Missions," by Robert P. Wilder, should be accessible to every committee.

Music

The songs or hymns chosen for missionary Sunday should be appropriate and presented in such a way that their significance will be appreciated. Often this may be done by calling attention to the passage of Scripture which led to their composition. The stories of the writing of missionary hymns are often interesting and can be

found by referring to good works on hymnology. National songs, lullabies, and special songs having for their theme mission countries are always fitting, and they may be sung by natives or by people in native costumes. Sometimes after the national song of a strange country has been rendered, the Sunday-school may respond with "America" or some other selection. Words in well-known hymns may often be changed to adapt them to some special country. A missionary hymn may be chosen for the school and sung many times during the year. In cases where it is not possible to secure books containing music which it is desirable for the school to learn, the words and even the music may be stenciled on large sheets of paper or muslin and hung before the school. (See *Holding the Ropes*, Chapter III.) Missionary concerts are popular. One of the best cantatas to be rendered by small children is "Cradle Songs of Many Nations," which is suitable for an evening church or Sunday-school entertainment.[1]

[1] Publisher, Clayton F. Summy, 220 Wabash Avenue, Chicago. Price per copy, $1.00. Melodies and words only, $6.50 per hundred.

Suggestive Programs

It is often desirable to have a special program prepared for an extra occasion or to meet some special need. A few suggestions are given showing how the missionary library may be used at such times.

1. A good home mission program may be called "God's Grace in Queer Characters," which may consist of sketches of "Old Uncle Rube," "Pop Lloyd," "Bowery Ike," and "Billy Kelly," taken from *Down in Water Street,* by the late S. H. Hadley, who was so well known in connection with the Old Jerry McAuley Mission, in New York City.

2. For a lesson on medical missions one of the most interesting means of treatment will be to contrast heathen customs and scientific skill, which may be done by using *Opportunities in the Path of the Great Physician,* by Valeria F. Penrose, and pictures and articles found in missionary magazines. The chapter on Social Evils in the Non-Christian World in volume one of *Christian Missions and Social Progress,* by Dr. James S. Dennis, will also be found helpful.

3. A survey of the children of foreign lands could be given as "Six Little People and What They Did," the theme covered by *Child Life in Mission Lands,* by R. E. Diffendorfer. These stories should be told, not read, by persons able to interest children. It would add much to the effect to have the children dress in the costumes of the nations represented.

Ah-San, a Chinese boy.

Paz, a Mexican Drunkard's Daughter.

Pabanyana and the Great Great. (A story from Africa.)

A Fragment of Life and Death. (A story from India.)

Pai Chai Hakdang. (A story from Korea.)

Yo Hachi. (A story from Japan.)

4. No life is more fascinating both to older people and to children than *The Story of John G. Paton,* the veteran missionary to the New Hebrides Islands, and no missionary biography includes so many thrilling stories as his. Many other instances which are as good as those indicated may be chosen.

"Leaving the Old Home," Chapter 5.

"To the New Hebrides," Chapter 10.

"The Visit of H.M.S. 'Cordelia'," Chapter 18.

"A Perilous Pilgrimage," Chapter 27.

"The Sinking of the Well," Chapter 66.

"The First Book and the New Eyes," Chapter 69.

"The Orphans and Their Biscuits," Chapter 75.

5. Indian stories are alway interesting, and the following stories from Egerton R. Young's *By Canoe and Dog Train,* will make a good program:

"Indian Etiquette," pp. 58, 59.

"An Indian Church Service," pp. 60-62.

"Too Cold to Wash," p. 104.

"Our Father," pp. 120, 121.

"An Honest Indian," pp. 169-171.

General Suggestions

1. The subject of questions should receive careful attention from a pedagogical standpoint. At the beginning of a new program ask the members of the school questions as a means of reviewing the previous program, and to serve as a point of contact with the current lesson.

2. There may be distributed among the teachers on the Sunday previous to the one selected as missionary Sunday, a leaflet or typewritten lesson with a list of questions based on the subject matter given out, and the names of the books to be found in the library on the theme. On missionary Sunday the teachers can then take up the subject for a few minutes with their classes before the missionary talk is given.

3. Letters from missionaries or from the field bear a vital relationship to the work, but these should be told and seldom read.

4. The dedication of a missionary library, or a program made entirely of book reviews will be a success and serve the purpose of advertising the missionary books which the school owns. (See pp. 71-77.)

5. Recitations, dialogues, and songs by the younger children are always popular.

6. Topics of current happenings in mission lands will be a means of interesting the older boys and young men.

7. Attractive home-made missionary souvenirs are given to each scholar with every monthly

missionary exercise in some schools. Let the committees prepare the design and have the classes meet to make them.

8. In some schools prizes are given for the best papers prepared or the best orations delivered on a given missionary topic.

9. The stereopticon may sometimes be used at a quarterly meeting, when more time can be given for an afternoon or evening lecture. (See pp. 117, 118.)

10. For other suggestions see *The Missionary Manual*, Wells, pp. 14-40; *Holding the Ropes*, pp. 128-134; and *Fifty Missionary Programs*, Brain.

CHAPTER IV

PRIMARY DEPARTMENT

It is often customary for the primary department of the Sunday-school to join with the main school on missionary Sunday, but this is contrary to the regular plan of Sunday-school organization. Usually the address given on missionary Sunday is not interesting to the youngest children nor does it appeal to their sympathy. As previously stated, it will be found much more effective and better for the conduct of the school, if this department plan separately for its own regular missionary exercises. Methods of presenting missionary instruction to children from six to ten years of age must necessarily differ from those given to the older grades, as do the methods in Bible instruction. To this work the best kindergarten and primary methods should be applied. A definite plan for missionary instruction should be outlined in advance, and an adequate budget provided to meet the expenses.

The exercises should be arranged for at least one Sunday in each month. It is for those in charge to decide whether these exercises shall

continue for fifteen minutes, half an hour, or during the entire session of the school. It is customary for the superintendent of the primary department, or some person appointed by her, to conduct these exercises, but when the primary department is exceptionally large, it will perhaps be better to have the main part of the missionary lesson taught by the teachers and then a summary, with objects, pictures, or other devices, given by the superintendent. Sometimes it is possible for a Sunday-school to secure for special occasions an interesting speaker representing some home or foreign missionary work. At such times it may be well to invite these persons to address the primary department.

Where a Sunday-school has kindergarten work distinct from the other departments of the school these methods may be used in adapting material to the primary department. In some cases the most intense interest in missions has been created among these very young children.

Monthly Program

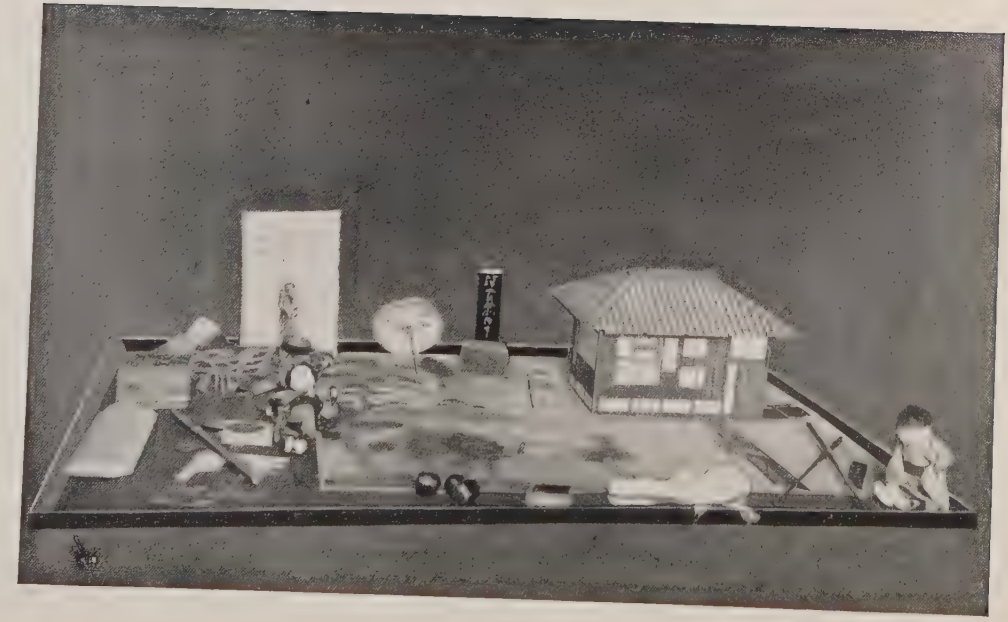
The plan for the primary department programs should be outlined early in the year and a

definite aim selected for each lesson. Before an exercise is given, the program for that Sunday should be outlined with care, that all the time may be provided for and the interest sustained from the beginning to the close. The lessons must be made up largely of concrete facts. It should be remembered that the chief aim in teaching the children Christian missions is to create in their minds an interest about missionary work so that they will pray and give their money to the extension of the kingdom.

Prior to the seventh year children know but little of geography, and therefore will not be so much interested in a country as in the people who live there. In planning the programs keep this in mind, and endeavor especially to arouse a keen interest in the boys and girls who are living under less favorable conditions than govern our lives.

A Course on Japan

In a series of lessons on Japan recently issued there is a box of curios illustrating the customs of the people. In order that there may be a strong missionary message in connection with this material a manual of suggestions for the



Japanese Curios

teacher of the primary department is furnished with each box. This manual outlines a series of three general themes; the first on the Home Life, the second on the Worship, and the third on the Missionary Work in Japan. Each of these lessons is divided into two sections, so the plan is flexible, and, if it is desired, the lessons may be used for six consecutive Sundays or for six monthly missionary exercises. The curios are used to illustrate the points brought out in the lessons. In addition to the curios and the manual of suggestions there are twelve picture cards sold for fifteen cents, which may be given to the children after each lesson. These cards have on one side a picture illustrating some phase of child life in Japan, and on the reverse side there is a brief description or a missionary story. One of the most attractive parts of the material is the model house and garden with a full explanation of their many interesting features. (See Appendix C.)

Stories

Small children especially are fascinated by stories, and the teacher may well take advantage of this, for there is an ample supply of interesting

material for such story telling. Stories of children in foreign lands, of kindergarten and other mission schools, and of missionaries will be attractive to the children. The story of Neesima, especially his early life, the story of Pandita Ramabai and the child widows, may be told in a simple manner that will appeal to the children and win their sympathy. Stories of little girls in India as told by Mrs. Denning in *Mosaics from India,* a description of the binding of girls' feet in China and of the black children who are entering the missions in Africa, will also be attractive to children.

Other Suggestions for Programs

Those who are familiar with primary and kindergarten methods will not have much difficulty in adapting other material found in this manual to their departments. The following suggestions may perhaps be helpful to those who are planning for missionary exercises for the little ones:

1. Bible instruction concerning missions may be given by presenting a verse of Scripture, as John iii. 16, or the last command of the Saviour,

or by telling one of the simple missionary stories of the New Testament.

2. Missionary songs, songs of foreign lands, and the lullabies of other nations may be used to good advantage. Some things suitable for such exercises will be found in the song books used in the Sunday-school, in books of song prepared for children, and in the literature provided by the various missionary societies.

3. Recitations by the children or by children who are asked to visit the primary department from the other departments of the school will be a delight to the children.

4. Object lessons may sometimes be arranged; for example, placing a candle upon a Bible, a globe being so fixed that the rays of light illuminate America, while the great heathen nations on the other side of the globe are still in darkness. An appropriate story may be related to accompany this illustrative exercise.

5. Mrs. F. G. Cressy, in describing the kindergarten of the Hyde Park Baptist Church, Chicago, Illinois, tells how action is employed in connection with story telling. "One day it is a mission lesson and they play that they are mis-

sionaries, and some go to Africa and some to Japan to tell the story. Another time they are a long train of cars, or again horses and wagons carrying imaginary bundles of clothing and food to the less fortunate children at the University Settlement. Returning to the tables the same idea is followed with the use of blocks, sand, clay, and other material. Railroad trains of different colored beads strung on a shoestring take some one across the country to tell the story of Jesus to the Indians."[1]

6. Children are usually delighted to have persons give songs or recitations in costume. Often their parents may be persuaded to furnish the garments for their own children when some missionary program is to be rendered.

7. When objects or curios are used it is well, as a rule, to allow the children to touch and handle them, as this helps to create a personal interest.

8. Suggest to the children things which they may do; for example, ask them to find appropriate pictures at home and color or cut them

[1] G. W. Mead, *Modern Methods in Sunday School Work*, 53.

into puzzles, or better perhaps, make scrap-books. Often the parents will aid the children and thus gain knowledge and inspiration.

9. Children are always interested in chalk work, and the teacher who is able to use chalk while she talks will find this one of the best methods to employ.

10. The sand tray may be utilized to good advantage with small children. If the sand tray is to be used as an educational feature, a proper equipment may be secured at small cost. (See Chapter VII.)

11. The chapters on "Map and Chart Work," and "Pictures, Objects, and Other Material," should be read with care, as there are many ideas to be found in them which can be used to advantage in working out a scheme for the primary department.

Books

There are some missionary books which will be appreciated by the younger children. But few of them are simple enough to be read by children so young as those of the primary department, but

many of them are interesting when read by their parents or older brothers and sisters. "Chinese Mother Goose," "The Chinese Boy and Girl," "Twelve Little Pilgrims Who Stayed at Home," and "Seven Little Sisters," have been tested sufficiently to recommend them with certainty. Stories for children of this age may also be found in missionary magazines and leaflets for children which are published by many missionary societies. (See Appendix B.)

Prayer

In the primary department the missionary prayer should be simple, but vital, and follow directly the theme of the lesson so that the children may see the relation which they themselves bear to the great missionary work. For example, at the beginning of the lesson let the superintendent, after perfect quiet, say, "Lord Jesus, help us to understand what we hear about Japan to-day"; at the close, "Heavenly Father, teach us to love these Japanese children and help us to earn money to send them a missionary that they may learn about Jesus," after which remain silent a moment before saying "Amen." The children

should understand the prayer and feel that it is their prayer. Explain to them why we pray thus and there will be developed a reverence for and a belief in prayer. Young children are susceptible to such influences and will often give themselves to the purest and most intense intercession. Many of them will remember to pray in their daily prayers for the things which have appealed to their sympathy; the effect of which may be very great upon the parent, and at the same time the influence upon the child's life may be untold.

The Offering

A part of the time devoted to the missionary exercises should be given to an explanation concerning the use of missionary money. Children are eager to give their money to worthy causes when they have some definite knowledge as to how the money will be used. It will be well for the children to make regular subscriptions to missions with the advice of their parents or teachers. In the primary department, as well as in the other departments of the school, the envelope system is gaining favor. (See Chapter IX.) Mite-

boxes are popular for litt e children and they will be delighted and feel an added responsibility in the mission cause if they are allowed to take one of these home at the beginning of a special course of study. The best kindergartners advise that the boxes should not be kept by the children more than a month, which is a long time to them. An interesting program may be given when the mite-boxes are collected. The method of collecting money in the primary department and the kindergarten will necessarily differ in many respects. Again we quote from Mrs. Cressy an interesting plan of taking collections, one of which is for missions. "For the offering some one is asked to bring three boxes from a near-by table and place them on the floor in the middle of the circle. These are ordinary pasteboard boxes with slits in the covers. One has the picture of a church on it, and the pennies that go in there are for the support of our church and Sunday-school; another has the picture of an aged man and wife, and the pennies it gets will help to pay the rent of a needy couple living in the stock yards district, who have been adopted by the primary department as 'Grandpa' and 'Grandma'; while the third shows a group of children

from lands across the sea, and this money carries the story of Jesus to these far-away little brothers and sisters. Before the pennies are taken these little things are talked over Sunday after Sunday, so that, as they go, sometimes in pairs, sometimes singly, to deposit their gifts—and we notice that it is nearly always more than one penny—they do so in an intelligent manner, which must count for much in later years of giving."

CHAPTER V

MISSION STUDY

While the monthly missionary meeting affords a means of presenting the subject of missions to the entire school, yet it will not result in the largest interest or the most substantial gifts either in life or money. Sustained effort can only be obtained by a thorough, systematic study of the subject.

Mission study has had a phenomenal growth since it was inaugurated. The first organized work was done by the Student Volunteer Movement in 1894, when it first published a series of foreign mission studies. The Movement has since brought out twenty-nine mission study courses. The rapid growth of mission study among college men and women is shown by the following figures:

Year	*Enrolment*
1902—3	6,774
1903—4	9,027
1904—5	12,629

While new missionaries will be recruited very largely from the colleges, these will first have

come from the young people's societies and Sunday-schools, and their support must come from the Churches. The young people in the Churches have as definite an obligation to the missionary enterprise as those of the colleges, and it is especially important that they should realize this. The educational movement among young people is the natural agency to enlist their co-operation. A few mission study classes were organized in young people's societies prior to 1900. In 1902 the first of the Forward Mission Study textbooks was offered.

The progress of mission study among the young people of North America has been surprising, as the following figures show:

Year	*Enrolment*
1901—2	10,000
1902—3	17,000
1903—4	22,000
1904—5	60,000

In addition to this remarkable record, there is evidence that many young people have been studying in classes which have not been reported to the secretaries, and therefore are not included in the above figures.

Testimonies of Value

Through personal interviews, correspondence, and reports obtained from the leaders of mission study classes it is believed that the value of mission study in the lives of young people has been fairly estimated in the following testimonies:

"Mission study has caused me to be a better Bible student." "It has led me to a realization of the value of a human soul." "It cultivates a hunger for the whole truth of human life in the world." "The more we study missions and become enlightened on the subject, the more interested we are in the work." "It sets young people to thinking with regard to the problems and possibilities of the work." One student says: "The success of the work in foreign lands and the beautiful Christian lives produced have all been to us a strong present-day proof of the living power of the Gospel." Another says: "By contrast with heathen religions the blessings of the Gospel are made clearer, gratitude engendered, and a deeper interest in lost souls awakened."

In some instances conversions have resulted from mission study. "One young lady was con-

verted in the mission study class." "One member was won to Christ." "There were two conversions in one class due to the opening of the mind to the possibilities of God."

As a result of mission study young men and women have already sailed for the field, while others are preparing for service at home and abroad. "One of our members has left us to begin work as a missionary at Singapore." "Two of the members are planning to work in foreign fields." "One young man was led to enter the ministry." "Several young people have made the decision to go into regular Church work." "A young man and his wife gave themselves to mission work."

From direct knowledge it is known that missionary gifts are increased through missionary education. As a result of intelligent training the young men and women in the colleges of North America gave in a single year more than $82,000 to missions.[1] One pastor says: "The information which the members have received made it far easier to raise our apportionment in full. In the hardest financial year in twenty, when I ex-

[1] Statement from the Student Volunteer Movement, 1905.

pected a shrinkage in benevolences, we have reached the high-water mark, $300, an increase of $75 over last year, the average being over $2 per member. The benevolences were all raised two months before the end of the year. It was the hardest year I ever saw. I credit it to the mission study class." Another pastor says, "Before the mission study class was started last year our church only gave $60 for missions, and there was opposition. Last year they gave $120. This year they will reach $1 per member." "Several in the class have increased their gifts, some 100 per cent." "Our Sunday-school offering for missions this year shows an advance of more than 20 per cent." A young man in one of the leading Methodist churches of Boston organized a mission study class in the Sunday-school which, during the first six months of its existence, raised $40 for the support of a native preacher in Japan.

A Broad Vision

We again quote from President Goucher some paragraphs relating to the proper relation of mission study to the regular Sunday-school curriculum.

"The function of the Sunday-school is to grow souls possessed by Christ's passion to win souls. It should be keyed to the purpose of giving the Gospel to every creature. If it should provide for its scholars such instruction, that, as Church members, they will possess a knowledge of the world's need, and have a deep conviction of their obligation, and be truly spiritual and thoroughly consecrated in person and possessions, what a mighty impulse would come to the kingdom.

"To aid this, the curriculum of our Sunday-schools should add to the study of the Bible more definite study of the world's need and personal obligation. It would be well to have mission study in the Sunday-school for a full session once a quarter. It would be better if a full session once a month could be set apart for this distinctive work, but the best method would be to study definitely and systematically the revelation of the divine purpose and human privilege in God's Word, for nine months, or three quarters of the year, and set apart one quarter for the study of Christian Missions—the revelation of human need and divine helpfulness in God's World."

Organization of Classes

One of the suggestions is to organize mission study classes in the Sunday-school. They may consist of the adult classes for young men and young women, the whole senior department in small schools, or special classes for teachers. The regular work time will vary, of course, according to whether the regular session of the Sunday-school is an hour or an hour and a half in length. The classes may meet for a half hour or an hour monthly or weekly during the regular session. In case the classes are held independently of the Sunday-school session, they should be at least an hour in length.

The Teacher or Leader

Where mission study is taken up by a Sunday-school class the teacher of the class will generally be the leader of the course. Sometimes specialists can be found who will teach the mission study class without cost or for a small fee. While it is undoubtedly best for the class to be taught, the members aiding in carrying out the program, yet if the membership cannot be de-

A Mission Study Class

pended upon for study and work, the lecture method may be used. Whenever it is possible, returned missionaries, people who are specialists in various forms of Christian and mission work, leaders of missionary movements, and student volunteers should be invited to address the class. Always permit the members of the class to ask questions of the speaker.

Courses of Study

A course of study for the year should be selected early, in order that the books may be ordered and the leader allowed time for thorough preparation. The courses which are available are the Forward Mission Study Courses published by the various denominational missionary Societies or Boards. Text-books on Africa, China, Japan, and Home Missions have already been prepared, and for use in connection with each of these courses are special helps for each lesson with suggestions and accessory material, which will help to enliven the class and stimulate interest. Each succeeding year additional courses and special helps will be prepared. (See Appendix B.)

Intermediate Classes

The same method used for adult classes may be utilized with modification in conducting mission bands among boys and girls. Often they are more eager and more keenly interested in missionary work than older people, and with their enthusiasm raise substantial gifts for missionary purposes.

For the older grades the Forward Mission Study Courses are not too advanced, especially when the classes are composed of boys and girls who are in the advanced grades of the public schools or the lower grades of the high school. These books are no more difficult than the text-books which they are required to use in school, and in fact, unless the course is going to afford an opportunity for acquiring knowledge equivalent to that afforded by the secular schools, they cannot be expected to have deep respect for it. If boys are to be kept in the Sunday-school some of these fundamental principles must be recognized and the teachers give such a presentation as will appeal to them.

For the younger grades other courses of study must be provided which will meet the special

need of those not so advanced. *Child Life in Mission Lands,* the first book of the Forward Mission Study Courses for children, is now available, and other courses especially adapted will be prepared later.

For full information regarding the organization and conduct of a mission study class, address the Secretary of your denominational Missionary Society or Board.

CHAPTER VI

THE MISSIONARY LIBRARY

Since the Sunday-school library furnishes one of the most popular features of the school, it offers one of the best and most direct avenues through which the children may be interested in missions. The reading of missionary books of the right kind is one of the best means of giving strength to Christian character. A study of the work of missionaries, showing as it does the heroic acts and noble lives of these new "Apostles," cannot but emphasize and make real by its present-day examples the teachings of the Bible. Since the very home life of our youth is being saturated with knowledge of great commercial enterprises and world-wide achievements, it is vital that a correct view of Christian missions be given at the same time.

While missionary programs and addresses will kindle a momentary interest, missionary reading intensifies interest and creates permanent zeal for the work. It is undoubtedly true that people do a vast amount of the reading of a lifetime between the ages of ten and twenty; but few will ever become readers of missionary literature if they

do not begin within this age limit. It is therefore important that the library should furnish its readers a liberal education concerning countries, peoples, and the progress of Christianity. Carlyle says, "The true university of these days is a collection of books."

Never has there been so much good, attractive missionary literature as now, and never a greater opportunity of interesting children in the work of missions. The shelves of publishers contain scores of books on missionary biography, foreign travel and adventure, and missionary work. Literature of this character is sure to be popular with children when it is presented in the right way. Interesting biography replete with travel and heroic experiences will usually attract boys. A list of the best missionary books published for children and young people, classified by countries, is printed in Appendix B.

How to Secure the Library

At the beginning of the year the missionary board or missionary committee of the Sunday-school should make a careful plan for securing and circulating missionary books and other mis-

sionary literature. Whether the means of securing new books is through a special fund provided by the Sunday-school or church, or by assessment, or endowment, the missionary section should not be neglected, because here often are to be found the most interesting and the most substantial books for the building and development of Christian character, for which the Sunday-school library primarily stands. If it is impossible to put a large amount of money in the library at one time, a few books may be secured at different periods during the year. Indeed, it is sometimes much better to withhold books for a time, in order that there may be continually some new ones for the children. The following means have been used successfully in founding or enlarging such libraries:

1. Money may be appropriated from the Sunday-school treasury.

2. Individuals or classes may buy the books, donating them to the school after reading.

3. A subscription paper may be passed among the teachers or other interested people for contributions of small sums of money.

4. Make a list of desirable books, including the price of each, and pass it among the members of the congregation, asking persons to buy one or more of the books and having read a book to present it to the Sunday-school.

5. In smaller places it is often wise for the Sunday-school, the senior and junior young people's societies, and the other missionary societies in the church to co-operate in purchasing the books.

6. In some towns and villages there are no libraries, and often the general public is willing to aid in the work, in order that their children may have the benefit derived from good books. A subscription list may be used with such people or the donation of a book solicited.

7. Often the pastor or friends of the church will be glad to loan books which they may have in their private libraries.

8. A missionary entertainment, concert, or social may afford the means of raising the money.

9. Sometimes a sealed box, bearing a printed label, "For the Missionary Library," may be passed to a different class each Sunday, it hav-

ing been announced previously that the money collected is to be used to purchase new missionary books.

How to Circulate the Library

It is recommended that the missionary books be collected into a special section of the Sunday-school library, having a special librarian, who will devise his own plans for securing the circulation of the books. When a new book is added to the library it should immediately be reviewed by some person who will present it to the school in an attractive manner. New books should not be covered until the attractiveness of the new cover has performed its mission. Better cover a worn, defaced volume than the one which will be a delight to the children. Let the library have a prominent place so that it may easily be seen. If this cannot be done, a group of the most attractive books may be placed upon a table during the Sunday-school session.

The missionary books should be catalogued, the names of new books placed on the bulletin or announced, and a perfect system of record kept as to the withdrawal and return of books. It will be found best to require the return of books at

the end of two weeks with the privilege of renewal. The personal co-operation of the teachers, who know their children and can choose the books which will prove the best suited and most fascinating to them, may be secured by a personal word or through meeting them by special appointment or in some teachers' meeting. The following are a few methods which will lend variety in the presentation of the books in the missionary library:

1. A library dedication with appropriate exercises just after the purchase of a number of new books has proved a great success. This may be conducted at the close of the regular session of the Sunday-school by a number of brief reviews of the books, or if the scheme for the missionary library is new and elaborate enough to command a whole session or a special meeting, the program may consist of hymns, prayer, Scripture, stories, pictures, or imaginary journeys on the map illustrated with incidents from the lives of missionaries or stories from books of travel.

2. On Missionary Sunday special mention may be made by some quotations from books relating to the theme of the missionary program.

3. It is often wise to keep a waiting list of those who wish to read popular books.

4. Sometimes a boy or girl may tell the school or a class what they have found most interesting in some book which they have read.

5. The books in the library and the missionary map of the world should become very closely linked together, and to accomplish this, imaginary journeys, such as are outlined in the chapter on Maps and Charts, together with material gathered from the library, should be used.

6. Since some may not read an entire book it will be well to keep a list of references to books in which interesting paragraphs have previously been marked.

7. Many missionary books have been read after the pastor has mentioned the book or related an impressive story from it.

8. An envelope may be pasted in the back of the book into which may be put slips of paper bearing the comments of the readers. The readers may be requested to record the chapter or page in which may be found the most interesting story in the book.

9. One church offered a prize to the scholar of the Sunday-school who would read the largest number of missionary books within three months. The result was that a large number read many of the books and two or three received as a prize a chosen missionary book. Good books for prizes are:

"Tamate, the Life Story of James Chalmers,"
"The Story of John G. Paton,"
"The Sky Pilot."

10. Fasten a folded sheet of paper in the front or back of a book by means of a rubber band, upon which at the top should be printed, for example, the words,

"My thoughts about
'Tamate, the Life Story of
James Chalmers.'

Please write below how you like the book and why. You need not sign your name."

If preferred the name of the reader instead of the comment may be used.

11. A large part of the success to be attained in the circulation of books among children is in making the library prominent and in advertising

and keeping the books before their minds. A few good mottoes, such as, "Medicine for the soul," the inscription over the door of the library at Thebes, or "Wondrous indeed is the pleasure of a good book," by Thomas Carlyle, will be very appropriate for the wall or hung above the library.

12. When a book is presented to the school by an individual the following dedication by Robert Southey may be given at the time of its presentation:

"Go, little book!
I cast thee on the waters,—go thy ways;
And if, as I believe, thy vein be good,
The world will find thee after many days.
Be it with thee according to thy worth:
Go, little book! in faith I send thee forth."

When a book is donated by a class an appropriate dedication may be written on the fly-leaf, which will necessitate the finding of the object of the book and will clarify the purpose of the donor.

13. Attractive posters bearing quotations, pictures, or striking, artistic designs will be effective advertising agencies. For example, on a large

sheet of cardboard paste a colored picture of an Indian and at the side or under it,

"Two Wilderness Voyagers"

"Indians—Not Buckskinned Manikins."
"One of the Most Absorbing Books for Many a Day."

In the case of *"The Man from Glengarry"* use

"As straight as a point, as sweet as a balsam, as sound as a white oak."

These bright sayings can be found in newspapers, book reviews, and in the price-lists of publishers of religious and missionary books.

14. Another form of poster may be a broad placard containing the words, "Have you read 'The Two Heroes of Cathay,' or 'The Chinese Quaker'?"

15. Quotations may be used to signify the value of missionary literature and the reading of good books in general. "Remember, we know well only the great nations whose books we possess; of the others we know nothing or but little." "Consider! except a living man, there is nothing more wonderful than a book,—a message to us from the dead, from human souls whom we

never saw, who lived perhaps thousands of miles away; and yet here in these little sheets of paper . . . open their hearts to us as brothers." —Charles Kingsley.

16. A book review program may be prepared in which different participants will give one interesting story from each of several interesting books. Some good selections for such use are given:

The Story of John G. Paton,—

"The Sinking of the Well," Chaps. 66, 67, 68.

"Nelwang's Elopement," Chap. 64.

"The First Book and the New Eyes," Chap. 69.

The Story of Mackay of Uganda,—

"Early Days," Chap. 2.

"At the Court of Mtesa," Chap. 11.

In the Tiger Jungle,—

"Does God Hear Prayer?" Chap. 1.

"Encounter with a Ten-Foot Serpent," Chap. 3.

The Cobra's Den,—

"The Cobra's Den," Chap. 1.

"The Angry Mob and the Story of the Cross," Chap. 3.

By Canoe and Dog Train,—

"Camping in the Snow," Chap. 9.

James Gilmour of Mongolia,—

"In Journeyings Often, In Perils of Rivers," Chap. 6.

The Minute Man on the Frontier,—

"A Brand New Woods Village," pp. 114-122.

Leavening the Nation,—

"The Race for Land," pp. 168-171.

The Chinaman as We See Him,—

"No Good Play Croquet," pp. 198, 199.

The Battle With the Slums,—

"Opening Day at Seward Park," pp. 302-307.

Those Black Diamond Men,—

"The Old Mogul's Fresh Air Fund," Chap. 19.

The Burden of the City,—

"Ikey," pp. 135-137.

17. Some schools print a catalogue of the books in the library. It might be well to add a missionary section and give terse statements about each of the best books to serve as a recommendation. In case this cannot be done, make a missionary bulletin or use the blackboard.

Striking illustrations are:

My Dogs in the Northland, by Egerton R. Young.

"Boys, animal lovers, and those who like to read of adventure will find this book one to rejoice in greatly."

Algonquin Indian Tales, by Egerton R. Young.

"What 'Uncle Remus' did for the plantation negro, Dr. Young does for the Indian."

The Little Green God, by Mrs. Caroline Atwater Mason.

"Witty, humorous, pathetic, pungent."

18. A number of Christian Endeavor Societies in the New York City Union have adopted what is known as the "Unanimous Library Scheme." Each society in the church buys a book with the understanding that it is to be read by every member. One book was read within a given time by

Some Attractive Missionary Leaflets

four hundred people who were members of junior, intermediate, or senior societies in the church. This plan could be admirably adapted to Sunday-schools.

Leaflets

A little leaflet has sometimes had great influence in the history of missions; for example, Bishop Thoburn of India, at the age of eighteen received his call to the mission field through reading a sermon by Dr. Olin in leaflet form; and through the reading of a leaflet Dr. Scudder received his call to India, and the missionaries in his family have given more than five hundred and twenty-nine years of service to missions in India.

Leaflet literature is cheaper and requires less time for reading than books. Leaflets bearing on the theme of the missionary program may be given out with profit at the close of the exercises with an envelope for the missionary collection on the following Sunday. The reading will be carried into the homes. One pastor says that in one week fourteen children secured for him over sixteen hundred readers of one leaflet. One of

the best devices for circulating leaflets is to give each child a copy of the leaflet in an envelope which has printed on the outside a request that the leaflet be read by the members of the family with whom it is left, and that the names of the readers be entered in the blank spaces on the envelope. The statement is also printed that the one delivering the envelope will call for it the next morning. The leaflets may also be bound in pretty covers and several of them fastened together with such a cover, making attractive story booklets for the library. A number of such leaflets may be obtained from the various missionary societies.

Magazines

The missionary magazines of the missionary societies, including those for children, may well be placed on file in the library. These contain current news and the children will often be delighted to find fresh stories and facts about the things which they have studied. The stories may sometimes be clipped and arranged on cardboard or made into booklets, or they may be filed in envelopes for future reference. These will

often be found useful in the preparation of missionary talks and Sunday-school exercises as well as for general information. Secular magazines and papers sometimes contain very fine articles and pictures which can be used to good advantage.

Public Libraries

Frequently the best missionary books and magazines are available through the public libraries of the cities and towns. In addition to these there are often college, high school, Young Men's Christian Association, and private libraries where missionary books may be obtained. In many of these, special lists of missionary books are prepared by the librarian for use by the public, and where this is not done only a suggestion to the librarian is necessary. Sometimes additions will be made when it is known that it will be of advantage to a group of people who are doing some special work. Some public libraries contain departments for children where the best juvenile missionary stories should appear. This has already become a feature in some instances.

CHAPTER VII

MAP AND CHART WORK

The stress which is laid upon the use of maps in the educational system of our country suggests that they are quite as essential to effective missionary instruction. The care and attention bestowed upon the child in the public school in connection with the study of both physical and political geography and of history should be exercised in a thorough and systematic study of missions, which is in part a combination of both these subjects. The natural process of carrying the student from the concrete to the abstract, from the known to the unknown, is a principle which must dominate all true instruction, and the best point of contact for our teaching is to be found in the use of maps and the knowledge of other countries already gained by the child. These methods will intensify an interest in missions by giving accuracy, definiteness, and vividness to missionary instruction.

Some of the greatest missionaries have received their life impulse from a study of maps. Eliza Agnew, when eight years of age, decided

to become a missionary when her teacher in New York, while conducting a geography lesson, related to the class the story of a friend's life, and, placing his finger upon the Isle of France, told them not to forget that Harriet Newell was buried there; Alexander Mackay when a mere lad had his interest in missions intensified by tracing with his father upon the map of Africa the journeys of David Livingstone; and the mission of William Carey grew upon him as he studied the map of the world in giving lessons in geography in the little school at Moulton.[1]

A missionary map of the world should have a prominent place in the Sunday-school room. This will enable the school to have, as it were, a bird's-eye view of the entire world. They will learn the strategic points of missionary activity; they will better understand the great work of the Church because of the vivid picture of the non-Christian world; they will learn to know mission stations and the location of the homes of so many members of the Church. Thus the world field will become visualized to the children, and their pray-

[1] Belle M. Brain, *Holding the Ropes*, 63, 64.

ers will naturally become crystallized into definite, intercessory petitions.

The World Field

If the school does not already own a missionary map of the world one should be purchased for use with the regular monthly missionary programs. When the map is hung before the school for the first time there should be some explanation concerning the facts upon it. The coloring of the map showing the areas of the prevailing religions of the world, the fields of some of the greatest missionaries, and the location of some mission stations would be appropriate for the first exercises. It may be that not all of these facts will be found, but some one will doubtless have the necessary information at hand, or will be able to make the necessary preparation. If the map hangs open continually much of the interest will be lost, but if on special occasions it is displayed before the school it will be studied eagerly by the children, especially when explanations about the various facts upon it are made to them. Sometimes teachers will be glad to take an exercise of this sort, adding a missionary tone

to the knowledge which they already have. The exercises to be used with such a map are numerous.

1. To represent the extension of the work in foreign lands there may be stretched from mission headquarters narrow, dark red ribbons extending to the countries or stations which are occupied by the Church. These points may be marked with gold stars, flags, or brass-headed fasteners such as are used to bind papers together.

2. Imaginary journeys or the actual journeys of missionaries may be pictured by means of colored cords stretched from point to point, the points being marked by some device.

3. Flying trips by land or sea may be made especially fascinating by selecting from missionary books in the library stories from the lives of great missionary heroes. Sometimes there may be fastened upon the map pictures of trains, sedan-chairs, ships, or other means of conveyance. These may be clipped from papers or drawn by the children.

4. Teachers in some normal schools are required to prepare the stories of imaginary jour-

neys which they have taken to various parts of the world. These journeys are illustrated by pictures taken from advertising material of railroad systems and steamship lines, and from leading magazines and papers. The missionary phases may be added to the journey, which will make a very attractive missionary exercise.

5. The journeys of the outgoing missionaries may be indicated upon the map in contrast with those of the early days, showing the difference in mode of travel and the time required to take the journeys.

6. The journeys of new missionaries who have gone out during the year may be indicated and their work described. Missionary magazines often give from month to month the names and destinations of their missionaries who are sailing for the foreign field.

7. A very effective exercise may be conducted by drawing steamship lines, and those of railroads, submarine cables, telegraphs, and the like, showing how these things are useful agencies in the world's evangelization. It may be conducted by questions which will make the mind alert.

For instance, if a missionary were in Calcutta, how would you go to him or send him a message? A good geography will often furnish much of this necessary information and the rest may be obtained from folders concerning travel.

8. An imaginary journey with some missionary from one point to another in a foreign land, with stop-overs at stations and description of modes of travel and the homes visited, will be intensely interesting.

9. Fields or stations to which the school has sent money should be marked and often be subjects of definite prayer in the regular Sunday-school session. In one instance where conditions were favorable a map of the world was spread upon the floor and the children marked the stations with lighted candles while the teacher told the story of how the missionary money was used. (See p. 126.)

10. At the end of the year a general review of the mission countries studied during the past twelve months may be used as one number of a program given at the time of the regular Easter collection.

Work with Countries

While the map of the world can be used to the best advantage in giving a broad summary of the field and a general interest in missionary activity, large maps of continents and especially of countries are essential to a thorough understanding of missionary work. This will give the children an opportunity to do some work themselves, and it will also afford a means of indicating in an elaborate way missionary work in countries where it is established. This work may be used as a part of a program for the school, in classes which are taking up special study, or in classes which have formed themselves into mission bands to do work outside of the regular Sunday-school session. Many of the methods used in the study of the world field may be adapted here.

1. Outline maps may be made upon the blackboard or upon large sheets of white or manila paper for the special exercises. Among the things which will be interesting are the location of the stations and agencies supported by the missionary society or board, the homes of missionaries, the journeys which it is necessary for them to make in their work, together with modes

of travel, all of which may be indicated with attractive devices, such as stars, crosses, flags, churches, schoolhouses, and other illustrative objects.

2. It is often difficult to obtain the location of mission stations, and to meet this demand some missionary societies have published for denominational use maps showing their principal mission stations.

3. When it is desirable to use the blackboard for map work it is often difficult to draw maps on account of their irregularity. Stencil maps have been used for a number of years by teachers in the public schools and are now used in a number of Sunday-schools. The stencil may be stamped upon the blackboard before the session begins and traced at the same time, or if the speaker wishes to give a real chalk talk the map may be traced while he is talking. (See Appendix C.)

4. For use in classes, where it is possible for the members to mark small maps, one may be given to each person. If it is desirable to practice economy a simple outline map of the country to be studied may be made on the mimeograph or hectograph, but in cases where there

is no money to purchase material there has already been prepared for use in public schools a series of outline maps of the countries known as the Leete Exercise Outline Maps. Endeavor to impress upon the children that they make their maps as attractive as possible, the teacher even offering suggestions as to how this may be done. The suggestion of colors and the indication of appropriate facts will prove helpful to the children. The work done by classes may be compared, and there may be an exhibition of their work for the school.

5. For general work, where it is not possible to buy maps, they may be often borrowed from schools, railway offices, or the homes of interested persons. In the early study of a country or for use in an imaginary journey a large globe will be a helpful accessory and probably can be borrowed for the occasion.

Sand Trays

The sand tray is in many Sunday-schools an important feature in aiding to fix firmly historical facts and to make real the construction of cities and houses and other points which come

up in connection with the regular Sunday-school lessons. It may be used in connection with the missionary instruction to cover the same points. Especially with the younger children will the sand tray be a success. The sand tray is generally about 2½ or 3 by 8 feet, having the sides about 6 inches high. It should be painted light blue, but if this is not possible blue cambric, tissue paper, or even an old looking-glass may be placed in the bottom to represent the water. Sand or ordinary earth is used for the modeling. It is not necessary that the equipment be elaborate, and it is possible to use an ordinary box or large pan. In some instances the ordinary kitchen table has been used by putting a little railing around it, and again by turning it upside down upon chairs.

Often there is perplexity as to how a whole school may use a sand tray. If the school is small the exercises may be conducted before the whole membership, but if this is not possible sometimes the school is divided into sections, each section or class using the tray a portion of the Sunday allotted to mission study, or by using it on different Sundays. In one case the pastor of the church took the different sections on the

same day, giving each a lesson. Sometimes one class may do the work and an opportunity be given the entire school to inspect it and make criticisms.

Constructive Work

It is an axiom that effort and interest go together, and often some child may be won to the cause by some piece of work which he has been given to do. The construction of objects will engage the attention of the whole school as well as give to those children who do the work some tangible connection with the foreign countries in which the missionaries have gone to labor.

1. In the elementary department of the Horace Mann School, New York City, a class of third grade boys in connection with their geography work made on their sand table an Indian pueblo. The teacher having secured an appropriate picture, the boys reproduced it, shaping the earth to resemble the ground, building out of appropriate material the pueblo complete, putting trees at their proper places, planting grass which grew, modeling oxen which were hitched to carts, and even representing the inhabitants by toy models

Sand Tray and Indian Pueblo Design

Horace Mann School, New York City

of men. Their work awakened much interest, and photographs of it were taken to be kept in the school.

2. On the floor of the Transportation Building at the St. Louis Exposition was modeled out of papier maché a very large representation of Japan, and upon it were placed miniature railroads, bearing their trains, and the telegraph systems, while from Tokyo, Yokohama, Nagasaki, and other ports the steamship lines were indicated by miniature outgoing vessels. By the use of pamphlets and folders of various railroads and steamship lines a like representation of any of our mission countries could be made on a small scale. For example, the developing railroad system of China can be studied in connection with the roads about Pekin, and a very interesting lesson could be given on the Boxer uprising in 1900 when so many missionaries and native Christians were martyred. Again, the line of railroad in Africa being constructed from Cairo, Egypt, to Cape Town, Cape Colony, could be made very interesting and many missionary lessons gathered along the route.

3. There are some outstanding features about

nearly every foreign land which appeal to one and will often serve as a point of contact through which knowledge may be enlarged. For example, nearly every child knows about the great wall of China, but how many people know that there are more than 1,500 walled cities[1], of which only 288 have any resident Protestant missionaries?[2] Let the boys build a walled city. Missionaries in going to West China go up the Yangtse River for over 1,800 miles, through the most dangerous rapids, in the midst of great difficulties and peril to their lives. This may be made real by some ingenious boy. The teacher who is alert will find many suggestions to be given to those who have an inclination for this work.

4. In Africa and India peculiar types of houses and villages give ample opportunity for constructive work. Care should always be taken that the children do not gain a wrong impression of a country through one type, because there is great diversity of custom even in different parts of the same country; there should also be given in clear

[1] The map of China for the China Inland Mission, 1898, marks 1,558 walled cities.

[2] Shown in *Atlas of Protestant Missions*, by Harlan P. Beach. (Map is based on statistics of 1900.)

contrast the kinds of buildings which we are constructing in connection with mission work and the influence which these have and will have upon the native populations.

5. Boys especially are fond of using carpenters' tools, and often they will be able to construct native junks, houses, boats, some of the famous mission boats, sedan-chairs, ancestral tablets of China and Japan, and other suggestive objects, almost any of which may be made from pictures or descriptions.

Charts

While the facts shown by charts are very different from those expressed by maps the same principles are involved. Lessons may be told in charts with their "silent but eloquent appeals" which it would take columns of the printed page to convey. In the great missionary exhibits which have been held in a number of the larger cities it has been noted that children, especially, stand and study the charts which show startling facts and figures and make intelligent comments upon them. Charts may be purchased through some missionary society, but it is generally bet-

ter to have some person in the local organization make them. (See Appendix C.)

The more elaborate charts should be drawn on paper or made on cloth rather than on the blackboard, that they may be preserved and used in connection with future exercises of the Sunday-school and for decoration in the Sunday-school room. The older members of the school will also be able to bring in facts, figures, and suggestions for new charts, some of which will be of general interest to the church. It is not at all impossible for a local Sunday-school to produce charts which will be published by the church papers and thus carry a message to the entire denomination. Often charts which are made may be utilized in every department of the church, and should form a prominent part of the library or museum.

Ordinarily the construction of charts is very simple. Circles, squares, pyramids, and straight lines as a rule are employed to convey the lessons which they contain. Sometimes other designs are used which make strong appeals. Some suggestions are offered which may help to open up this most attractive form of instruction.

1. It is true that not more than one-quarter of

the people in Japan have yet heard of Christ. Represent the population of Japan by a large circle, leaving one-quarter white to represent these and coloring the remaining three-quarters black to represent those who have not yet heard the Gospel message. Give the lettering a prominent place.

2. One mission study class represented the population of China by placing a large red card with pictures of 114 Bibles clipped from a Bible catalogue. The population of China, which is 407,337,305,[1] was divided by the number of letters contained in one Bible, and it was discovered that it would take more than every letter in the 114 Bibles to represent the population of this one nation.

3. The ribbon designs are one of the most effective and easily produced of all concrete illustrations. The most popular ribbon illustration that has been made shows the comparative annual expenditure of money in the United States. From the following figures[2] it may easily be

[1] Statesman's Year-Book, 1905.

[2] From chart, "How Americans Spend Their Money," Young People's Missionary Movement. (Statistics chiefly of 1904.)

made. Let 82 inches of black represent the $1,243,000,000 spent for liquor; 49½ inches of red the $750,000,000 for tobacco; 46 inches of green the $700,000,000 for jewelry and plate; 16½ inches of blue the $250,000,000 for Church work at home; 11¾ inches pink the $178,000,000 for confectionery, and ½ inch white the $7,500,000 for foreign missions.

4. Perhaps the most effective illustration to use in an appeal for systematic giving is that representing the wealth of the Protestant Church members in the United States. Let 127 yards of narrow black ribbon be used to represent the $25,000,000,000 which it is estimated is the total wealth of the Protestant Church members of the United States, and 12 feet, or 4 yards, of narrow red or white ribbon the $800,000,000 which is the annual net increase in wealth of the Protestant Church members of the United States over and above all expenditures, and then an inch and a half of blue ribbon to represent the seven or eight million dollars which the Protestant Churches contribute annually for foreign missions.

For the construction of other charts simple and definite facts may be obtained, such as compara-

tive populations, areas, increase in the number of Christians, and the general progress of Christianity; Church work at home, and the growth and development of nations; the expansion of mission work which is shown through the rapid spread of the English language; the increase of Bible translations in foreign tongues; the increase in the circulation of copies of the Bible; and the extension of the temporal power of Christian nations.

Materials for Map and Chart Making

There should be in general a good blackboard and a whiteboard made of large, heavy sheets of manila paper. Maps and charts for permanent use can best be made out of cloth. For the artistic work there should be provided colored crayons, colored pencils, or water-colors. Several sizes of letters will be needed, and various devices will be found available. For neat and simple lettering gummed paper letters in red, black, or white colors ready for use may be purchased. (See Appendix C.) If these cannot be secured, letters may be cut from paper and pasted on, drawn free-hand, or printed with regular letters or pan-

tograph. In some instances paint is preferred. Two or three small brushes should be provided. White lead and lampblack, with dry colors, vermilion, chrome green, chrome yellow, ultramarine blue, and vandyke brown, will be all the paints needed. Oil should never be used for mixing colors, but instead a combination of one part light varnish, one part turpentine, and two parts japan. Let the colors be stirred in as much of the mixture as is necessary to moisten them, and when ground to a smooth paste, let the mixture be added slowly until quite thin. White lead should be added to lighten the shades. Also for lettering a stencil may be made by drawing the letters or figures upon heavy cardboard, cutting these out, and brushing through the spaces with paint. Sometimes a sign painter may be asked to contribute one or two hours' work to the interest of the Sunday-school.

For Map Work

In making large maps the outline may sometimes be secured by tracing the map through a large thin sheet of paper. In other cases the map to be copied may be divided into small squares

of from half an inch to two inches on a side by drawing across it horizontal and perpendicular lines. After determining the size of the large map divide the surface to be used for it into the same number of squares as have been made on the map to be copied. Then trace with a soft pencil on the large map square by square the small one. It is easy to copy one square at a time. After the outline is thus made it should be re-traced and the colors filled in. Again, children in the higher grades of the public school learn to draw continents and countries on simple diagrams which will be found in the back part of almost any text-book on geography. If it is impossible to secure teachers or pupils to do this work, the artist can obtain a geography and follow the instructions without difficulty.

But very few names should appear on the face of the map; the names of the most important mission stations will be sufficient. A little drill will enable the children to remember those which are essential. The name of the country and its area and population should usually be given and there may be a few additional striking facts, such as a comparison of area or population with that of another country.

Material for Chart Work

In making charts for permanent use purchase bleached white muslin for the background and sew or paste upon it the required designs in colored cloths, or use crayons or colors as for maps. The charts which have been used most effectively have been about a yard and a half or two yards square; in no case should they be less than a yard square.

CHAPTER VIII

PICTURES, OBJECTS, AND OTHER MATERIAL

We are living in an age of illustration. Everywhere in magazines and papers pictures are appearing as advertisements of mercantile houses. They are in use among all grades of children in school and as a medium of instruction in colleges of liberal arts, and are found in profusion in many homes in the land, ranging from the work of great artists to the cheap lithographic forms. President G. Stanley Hall has said: "Probably they [pictures] have multiplied more within the last ten years than in all the previous history of mankind." On every hand there are to be found quantities of woodcuts, steel engravings, half-tones, stereographs, stereopticon views, and drawings. This is a period of amateur photography, and cameras are at work in all mission countries.

The influence of pictures has had its part in the history of missions. Alexander Duff said his interest in missions began when he was shown a picture of idols at the age of four years; Richardson of Madagascar received his missionary

impulse at the age of seven when shown a picture of the martyrdom of native Christians upon that island; Count Zinzendorf renewed his consecration and resolved to serve God after studying a picture of the crucified Redeemer in the Dusseldorf Gallery.[1] The influence of pictures still continues, and through this agency missionaries will be won for the field and increased gifts will result for the cause.

The mission of the picture lies largely in the care and accuracy with which it is presented. When used as a part of the Sunday-school exercises for instruction in a class it should be accompanied by some story or description and the leading idea to be conveyed, brought out in a forceful manner. Care should be taken to show the true relationship in dimensions, position, and perspective of each picture.

In looking at a native house or a pagoda or temple there should be careful explanation of the details found in the picture. "The Porcelain Tower," by Longfellow, might be read or recited by a pupil or the teacher. In showing a picture of the largest idol in Japan, the great Buddha or

[1] Belle M. Brain, *Holding the Ropes*, 62, 63, 86, 87.

Dai Butsu, Kamakura, Japan

Dai Butsu near Kamakura, explain that the image is made of bronze and is 54 feet high; that it is hollow, and that at the right there is a door which opens into a temple filled with little gilt images; that many pilgrims come every year from all over Japan to worship this image, and that foreigners visit it as one of the interesting sights of Japan.

How to Secure Pictures

Early in the year, when the committee outlines the policy or plan for the following months, the sources from which pictures may be obtained should be thoroughly gone over, and someone designated to collect these.

1. The half-tones in the religious press are of a high order and frequently are missionary subjects. In missionary papers and magazines will be found quantities of pictures to the point, while in many secular magazines and papers there are now appearing illustrated articles on foreign countries, the pictures of which are very excellent. Often friends will be glad to donate magazines that have been read, but if these cannot be

obtained sometimes it will be possible to buy non-current volumes for a small sum.

2. Whenever it is possible ask the children to find and bring pictures upon certain subjects. In one instance a class of children was asked to bring a picture of Moses, and the following Sunday twenty-six were presented to the teacher as the result of the children's interest. A similar interest can be aroused in a search for missionary pictures.

3. Oriental postcards of nearly every foreign country have been prepared by various publishing houses and can be bought at a small price. These are especially desirable in sending invitations and making other announcements for missionary meetings.

4. Pictures suitable for use in teaching the Bible and Christian missions are now obtainable, among which are the Perry, Brown, Orient, Cosmos, and United Study pictures. (See Appendix C.)

How to Use Pictures

Pictures may be used in a variety of ways in connection with the monthly missionary program,

the Sunday-school class, the decoration of the room, in the library, and in the house.

1. In small schools and in the smaller departments of schools the pictures may be held by the leader while the talk is given, allowing all the privilege of coming to look at them at the close of the session.

2. When this plan is not practicable at least one picture illustrating some part of the missionary talk to be given may be used by each teacher in a class for two or three minutes at the close of the Bible lesson. If the teaching and merits of the picture are intelligently pointed out there should result a more intense interest in the program which follows.

3. Cards for mounting pictures are not very expensive and can be obtained in a variety of colors. The choicest pictures for wall decoration may be mounted and framed. They may be either views of missionary work, pictures of idols, or pictures of the great missionaries of the Church.

4. Pictures of good size and regular form are very attractive when attached to red ribbons and hung up as panels, the pictures, of course, being properly grouped.

5. A number of small pictures on one country or of missionaries in that country may be grouped on cards, the pictures for a country being fastened with narrow ribbons, each country having its chosen color. Sometimes in connection with this there is an envelope or folder corresponding to each country in which stories are filed, the teachers or scholars going to these sources for information as they would to the library.

6. In one Junior society the pictures of twenty-five missionaries and some facts about each were learned through the collection and mounting of the pictures of missionaries. The pictures were afterwards given to the children to be taken home, many of them having permanent places in their homes. The influence was widely felt.

7. The children may be encouraged to make missionary scrap-books by clipping pictures from available sources.

8. Postcards may be collected and put into scrap-books, or postcard albums. In the same manner foreign postage stamps and stamp albums will especially delight the boys.

9. Many children find great pleasure in making paper dolls, and a great variety of designs may be obtained representing foreign peoples. By looking at pictures they can design the various costumes as effectively as those for American dolls.

10. Artists in some mission study classes have made very beautiful designs of crests and the coat-of-arms of some foreign nations. This gives a wide field for the development of the best artistic skill and the result is worthy of a prominent place in the library or museum.

11. Pictures, poems, mottoes, and unique charts may be preserved in substantial and yet attractive form by the passe-partout method of mounting.

Objects

To make real the lives of the people of a foreign country is the first requisite to successful missionary instruction. Again we are reminded of the educational principle of the objective method by Professor James Sully, who says: "Seeing a thing is worth a hundred descriptions

of it." Returned missionaries have been quick to recognize the value of the object lesson and have brought back curios which have been the beginning of an abiding missionary interest. Missionary curios are easily obtained and are comparatively inexpensive. Objects from Japan and China are to be found in the large stores of our cities and sometimes country villages. Occasionally members of the church have friends who are missionaries in foreign countries from whom can be secured objects of interest. A permanent collection of curios may well be made by each Sunday-school and kept in the library or in the museum under the supervision of a special committee. These can be used effectively for decorating the room on missionary Sundays, in connection with missionary lessons and addresses, and will be a great attraction for missionary socials and exhibits.

The use of any object should lead primarily back to some knowledge which may be related to the subject of missions. The resources of the teacher will be found in appropriate stories told in a conversational style while the object is held before the children. If the children are small they will be eager to touch it and to look at it

closely, which privilege should not be denied them.

With the study of each country it will be well to have a flag of the country hung upon the wall, together with the flag of the United States as a decoration. Possibly each child will be glad to buy a similar flag to be kept at home. (See Appendix C.) Without doubt the flags of the nations alone will be a great influence toward winning the minds and hearts of children in the Sunday-school to a keen interest in non-Christian nations.

Mottoes

In addition to maps, charts, and pictures, mottoes form an important feature of missionary decoration and instruction. They have been used largely in great missionary exhibits and in decorating Mission study class rooms. Many very attractive ones have been made by the young people. They may vary in form and style from the long, narrow, white strip of muslin upon which the words are printed in large black type to the smaller and more elaborate designs made in water-colors or by pen. Sometimes these even

take the shape of book-marks, such as a small map of the country being studied, upon which is the picture of one of its famous missionaries and a notable quotation. These mottoes may be made under the direction of a committee, by different classes, or by some interested scholars. Members of the Sunday-school may be encouraged to read missionary literature, such as the Life of David Livingstone, the Life of John G. Paton, or the Life of Joseph Hardy Neesima, in search of the mottoes. The form should vary in order that monotony may be avoided.

1. The first motto to be made should be "The Evangelization of the World in This Generation," which has become the watchword of the great missionary conventions which have been held within the past few years, and is fast becoming the watchword of the Christian Church.

2. When the study of a country is first begun have an appropriate motto displayed. If the country should be China, the Chinese words, *"T'ien Ch'ao,"* meaning "Heavenly Dynasty," or Townsend's motto, "China for Christ in This Generation," would be appropriate. When Japan is under consideration the words, "Christ is Con-

quering Japan," or those of Bishop Moore, "As Japan Goes so Goes the Orient," may be used. It will not be difficult to find suitable mottoes for any mission country.

3. The sayings of great missionaries are always inspiring. A few have been selected from the many which are just as appropriate.

"Anywhere, provided it be forward."
David Livingstone.

"We can do it if we will." Samuel J. Mills.

"Expect great things from God; attempt great things for God." William Carey.

"Christ is conquering; Christ is reigning; Christ is triumphing." Charlemagne.

4. Sometimes ask a question having the reply presented as a motto; again the question may be on one card and the reply on another. For example, some one asked Adoniram Judson, "What are the prospects in Burma?" He replied, "The prospects are as bright as the promises of God." When Bishop Selwyn was asked, "What can I do for Christ?" he replied, "Go where He is not and take Him with you." It is possible to find very good questions and answers in the Scriptures.

5. It will be appropriate toward the close of a series of lessons on one country to have reproduced upon a large piece of cardboard the following verse, changing the word "Japan" to suit whatever country is being studied:

"What have I thought of His work so dear?
What have I planned for His kingdom here?
What have I given of the wealth He gave?
What have I learned of His power to save?
What have I done that Japan may see
What Jesus did when He died for me?"

This verse may also be copied on small cards and given out as may be thought best by the teachers.

Chalk Talks

Chalk talks have been in use for years in connection with the Biblical instruction given in Sunday-school, and in no place may they be employed more effectively than in the study of missions. The person who can conduct a chalk talk has in a special sense the "whole world as his parish." Often when objects or pictures cannot be obtained chalk talks may be used as a substitute. Many people feel that they have not the ability which will enable them to do the best

work, and so refrain from making an attempt to use the chalk. It is not necessary that one be a skilled draughtsman or artist in order to attain success. A few simple lines are much more effective and sometimes receive greater appreciation than a very elaborate picture. It is desirable to be able to draw while the talk is being given, but in many instances the work is all done before the school assembles, and sometimes another person than the teacher can be persuaded to do it. There is a small book, *The Blackboard Class,* by Florence H. Darnell, which contains a dozen lessons from which the teacher may learn the rudiments of chalk talk work. (See Appendix C.) There is an opportunity for originality in the development of designs for such exercises.

1. The ancestral worship of China may be illustrated by drawing an ancestral tablet before which a Chinese boy is worshiping, which will open the way for an interesting story about the worship of the Chinese people.

2. In considering the relation of Japan to the Orient, there may be drawn a door, upon which is a knocker, marked "Korea." The key which unlocks the door is marked "Japan," which sym-

bolizes Japan as the key to the Orient which will open China, Tibet, and Siam to Western civilization and learning.

3. The going of missionaries to foreign countries may be shown in a series of three pictures, a trunk, a ship sailing on the ocean, and a church, with the words "Here am I," "Send me," and "Pray for us."

4. A hand may be drawn having upon the fingers the words "Talk, work, give, study, pray," with the motto, "Whatsoever thy hand findeth to do, do it with thy might."

The Stereoscope

The stereoscope is being used increasingly in Sunday-school instruction and will prove to be one of the best accessories for the teacher in giving missionary instruction to a Sunday-school class. These instruments are already in many homes, and in some cases parents may be induced to purchase new views of foreign countries as well as those of the Holy Land and the Life of Christ. We may come into more intimate touch with these nations through the stereoscope than by the use of pictures, since the perspective is

such that one seems actually to be in the country at which he is looking. There is a strong testimony in the words of Professor James E. Lough of New York University, who says, "The essential thing for us is not that we have the actual place or object before us as a tourist does rather than a picture, but that we have at least some of the same facts and conscious ideas and emotions in the presence of the picture that the tourists gain in the presence of the scenes. This is entirely possible by the stereoscope." At the great missionary exhibits a dozen or more stereoscopes have been placed on stands or tables, and these tables have always been crowded with children eager to use them. The stereoscope seems especially to appeal to boys. These could be used by individual classes at different times during the hour or on different days, or if the school is not too large it may be divided into sections in such a way that it will be possible for every child to look at the pictures.

The Stereopticon

The stereopticon is gaining favor constantly as a means of giving a combination of entertain-

ment and instruction to children. It appeals to young and old alike and secures the attention of all classes and ages wherever it is used. Many Sunday-schools have already adopted its use in both the regular Bible instruction and for missionary work. The Sunday-school rooms are often so constructed that they can be sufficiently darkened for the use of the stereopticon in the daytime, thus making it possible to use it as a part of the regular monthly missionary program, but more frequently it will be found desirable to arrange an evening service with tickets of admission (perhaps free) for children when accompanied by parents or older people.

CHAPTER IX

GIVING

To secure future success in the missionary enterprise it will be necessary to train a generation of intelligent givers who will carry forward the work in a manner commensurate with its possibilities. The practical side of the work leads us to realize that in a few years the children who are now in the Sunday-school will be carrying the burdens of the Church and the young men and the boys will be administering its financial affairs. How great will be their responsibility can be measured by the fact that the wealth of the Protestant Church membership of the United States is estimated to have reached $25,000,000,000 in 1904, with a net annual increase of $800,000,000.[1] "A child untaught in the principle of giving is untrained in the practice of giving."

The financial resources of the Sunday-school itself have scarcely been touched. The Sunday-school scholars of North America by giving two cents a week per member could raise weekly

[1] On basis of United States Census, 1900, and Protestant membership of 1904.

$280,000, or annually $14,000,000. The penny a week plan (two cents in United States money) for missions, proposed by William Carey, has not yet been reached by Protestant Christians. The Sunday-schools of the Methodist Episcopal Church gave, in 1905, over a half million dollars, or about one third of the entire amount given to the General Missionary Society of that denomination for both Home and Foreign missions, and yet this is only a little over sixteen cents per member,[1] an amount so small that if the children desired to give systematically a certain amount weekly there is no coin in our money small enough to make such giving possible. In the Church many Sunday-schools, financially not more able than others, are giving more than $1 per member, while one Sunday-school gave $7.50 per member, another $4.35, and another $4.03.[2] Children will feel a responsibility and respond to it when they have learned of the existing needs and conditions of the home mission fields and of the non-Christian world.

[1] Minutes of the Annual Conferences of the Methodist Episcopal Church, 1905, pp. 832-837.

[2] *Methodist Year Book,* 1904, p. 50.

Moreover, some of the best known missionaries have been led to consecrate their lives to the cause of missions through missionary giving. Cyrus Hamlin dated the turning-point of his career to dropping seven cents in a mite-box for this cause, and also claims that five other missionaries came from the same church won by the same mite-box;[1] Bishop Warne, of India, says that his interest in missions began when at nine years of age he subscribed $1 in an annual missionary meeting when the preacher said, "I want every person in the house including boys and girls to subscribe something, no matter how small, and two months will be given in which to pay the subscription." The Bishop says he raised the $1 long before the time for payment, and wished that he could hasten the coming of the collector or that he had made a larger subscription.

Shall the Church Support the Sunday School?

One of the most interesting discussions of the last few years has been with regard to the support of the Sunday-school by the church and the use of money taken in Sunday-school collections.

[1] Belle M. Brain, *Holding the Ropes*, 68, 69.

Increasingly, Sunday-school workers claim that provision should be made for the support of the Sunday-school through the treasury of the church, thus allowing all money raised in the Sunday-school to be used for missionary purposes. In a number of instances where leaders of the Church have met together for a discussion of vital subjects resolutions have been passed recommending that the Church accept its so-called rightful obligation to the Sunday-school, thus permitting all money raised by the school to be used for missionary purposes of the Church.

After an address by the Hon. Samuel B. Capen before the Boston Sunday School Union, a resolution was adopted stating that "We recommend that the regular expenses of our Sunday-schools, so far as possible, should be paid by the churches, to the end that the gifts of the children should be used for missionary purposes."[1]

At a Conference of Presiding Elders of the Methodist Episcopal Church held in Gary Memorial Church, Wheaton, Illinois, January, 1905, the following resolution was passed: "We urge the importance of systematic instruction and

[1] Samuel B. Capen, Address, "The Sunday School Offering." (Resolutions at close of address, p. 42.)

regular missionary offerings in all of our Sunday-schools. We call the attention of our people to the benefit derived from each church supporting its Sunday-school, thus allowing the regular offerings to go to the missionary cause."[1] This resolution, coming as it does from a body of ministers representing not less than 1,000,000 Protestant Church members, is very significant and well worthy of consideration by pastors and Sunday-school officers.

The Plan

Early in the year let the missionary committee of the Sunday-school plan for a missionary budget with as much care and thought as any other department of the church for its financial scheme. Press the duty of giving. Show the urgency of the need. Adopt a definite and adequate system. While many of the children will have no independent income to tithe, they may learn to bring systematically the gifts which they are able to give, and those young people who have allowances or are self-supporting should be urged to give regularly and systematically of their income.

[1] Editorial, *World-Wide Missions,* February, 1905.

The envelope system for taking Sunday-school collections is constantly gaining favor and the plan has even been carried into some primary departments with no small measure of success. The young people, officers, and teachers, having acquired the habit of systematic, intelligent, and proportionate giving, make larger subscriptions than they would otherwise do, and the children, while learning the habit of systematic giving, often increase their offerings. In the North Avenue Presbyterian Sunday-school, New Rochelle, New York, the envelope system has met with phenomenal success, having more than doubled the offerings made on the general plan of Sunday-school giving. With less than 200 scholars the offerings for missions through envelopes for 1904 aggregated more than $500 from the Sunday-school. In the Calvary Methodist Episcopal Sunday-school, New York City, the primary department, consisting of more than 400 children, has nearly doubled its Sunday-school offering through the use of this system.

When the regular collection is taken by means of envelopes there should be one distinctly for missionary Sunday marked "Missionary Offering," with perhaps a picture or other general in-

formation as to what the money will do. In some instances the envelopes given to the boys are blue and those to the girls pink, while the missionary envelope differs in color, being either white or scarlet. It seems evident that by special designation with regard to the missionary offering, the collection taken by these envelopes results in an increased offering. If the envelope system is not used for the regular collection, envelopes may be provided for the missionary offering, weekly or monthly, according to the plan adopted.

In instances where the Sunday-school is large and supported by the church, and Sunday-school money goes to missionary and benevolent purposes, a series of fifty-two envelopes should be designed, each bearing appropriate information as to what the money will do when it reaches the end for which it was intended.

When it is felt that the envelope system in the school will conflict with a similar system in the church, pledge cards, providing for weekly subscriptions to be marked each Sunday by the teachers, have been used in the school. This makes possible systematic giving, although not in so attractive a form to the children. The suc-

cess of any plan will depend largely upon the children's knowledge concerning the use of the money.

Mrs. A. F. Schauffler, of Olivet Chapel, New York City, says: "The secret of all successful work with children in missions is for the leader to be full of enthusiasm and information. *Tell over and over again where the money goes and what it accomplishes on the field.* The best exercise ever had in Olivet was when a large map of the world was spread on the platform, and twenty children came up one by one, carrying lighted candles, which were placed on the stations to which money was sent from Olivet, while the leader explained that the money from Olivet was shining in Africa and India and brightening places which, but for Olivet, would be dark. The children looked and listened and never forgot the lesson. With the exception of the birthday offerings, the money is all given weekly in small envelopes. The interest never seems to flag and year after year the offerings equal the same amount."[1] This school, with about 700 members, gives $1,400 annually to missions.[1]

[1] From Leaflet "The Missionary Cause in the Sunday School," Presbyterian Board.

An Easter Offering.

In some schools Easter is a significant day, because at this time by one means or another the missionary money of the Sunday-school is passed into the treasury. During the six weeks preceding Easter, many schools take a special offering in addition to the weekly or monthly collections, either by subscription from classes or from individuals, or by means of mite-boxes or other devices. The offering taken during the six weeks preceding Easter by the Protestant Episcopal Church aggregated in 1905 more than $120,000.[1] The Sunday-school of the Protestant Episcopal Church of the Holy Apostles, Philadelphia, Pennsylvania, takes an annual Lenten missionary offering which comes from three sources: first, mite-boxes representing the actual savings of the scholars doubled by the superintendent; second, the Easter offering representing the money raised by entertainments, suppers, and the like, given by the various classes; third, the amount which is given each Sunday during Lent in each class, added to the special Lenten offering of the class. The results have been produced

[1] See "A Church Calendar," 1906, Protestant Episcopal Board.

after thirty-eight years of steady growth, by constantly interesting the school, and having a Missionary Sunday each month, when some live missionary makes an address or else leaflets published by the Church are used. The missionary contribution of this Sunday-school in 1905 was $9,164.

If generally in Sunday-schools at Easter time the entire missionary offering of the year, including both regular envelope subscriptions, the increased offering, and special gifts, could be reported with appropriate exercises, the church and school would receive a lasting benefit in the form of a missionary vision.

In the Trinity Methodist Episcopal Church Sunday-school, Albany, New York, this plan has been followed with great success. Instead of a regular monthly contribution each class has its treasurer, who looks after the missionary interests of the class. Each member is requested to subscribe a certain amount per month, which may be uniform or as each individual may desire. The treasurer keeps full charge of the records until the annual missionary concert, which is usually held Easter Sunday night. On Easter night when the concert is given a missionary

schooner, full-rigged, about twelve feet long and three feet wide, is placed in front of the altar and on the pulpit platform a thermometer made of wood, twelve feet high, graded from $1 to $1,500, a narrow silk ribbon being used for the mercury. As the classes are called the representative of each class brings forward the class offering for the year and states the amount. This is noted on the thermometer and the envelope, box, or barrel which contains the offering is put in the hold or on the deck of the schooner. When the classes have all reported the electric lights are turned off in the church and by means of a switch the little lights, red, blue, and white, lighting the hull and sails of the schooner are turned on, making a most beautiful and inspiring picture. The schooner bears a Japanese name meaning "Light of Japan." Appropriate exercises are used in connection with the bringing of the gifts. The plan has been so successful that it has been used year after year with slight variation.

In many Sunday-schools it will not be possible to use electric lights as in this case, but other plans may be devised, for example, the schooner might be outlined by little candles such as are

used for Christmas trees or the church might be darkened and the stage lighted by means of calcium lights, search-lights, such as are used on automobiles, or the lantern of the stereopticon.

Mite-Boxes

Mite-boxes have had a reign and have gathered vast amounts of missionary money, but the time has come when some method which will add more to the dignity of giving should be adopted. On the whole, children and especially boys, over twelve years of age sometimes look with disdain upon the mite-box method of collecting money and would respond much more cheerfully as well as more liberally in some other way. More often classes or individuals will pledge themselves for money for some specific work and do it gladly. In many instances the mite-box may be used to good advantage. There are a number of special devices other than mite-boxes which will often lend variety and charm to the gathering of missionary money, such as barrels, eggs, or loaves. For contributions for medical missions one has been used in the form of a medicine bottle, having upon it the suggestion

Suggestive Mite-Boxes

that if properly filled it will furnish useful prescriptions in medical mission work. Other forms are envelopes upon which are printed special missionary designs, or cards, stars, crosses, and other forms with gummed receptacles for coins.

Definite Instruction

The teacher is again the key to the situation. While it would doubtless be wise to have instruction in giving at least one Sunday each year from the superintendent's desk, a more potent influence will come from the work done in the class; especially in the Bible classes of young people should the teaching be very clear as to Scriptural habits of giving. For the teachers, officers, and older scholars there are some leaflets which may be used with profit. Among these are:

"Money: It's Nature and Power."
Dr. A. F. Schauffler.
"The New Testament Conception of the Disciple and His Money." Professor E. I. Bosworth.
"Money and the Kingdom."
Dr. Josiah Strong.
"Stewardship." Rev. C. A. Cook.
"Higher Ideals of Christian Stewardship."
Don O. Shelton.
"Scriptural Habits of Giving." S. Earl Taylor.

The Victory of Mary Christopher, by Harvey Reeves Calkins, is a little book which has been circulated among many young people's societies and would prove a good investment for all Sunday-schools. This is a delightful story, based upon fact and containing the principles of Christian stewardship in a most attractive form. It is a book with a mission, and a number of copies may be circulated with profit among the scholars by the teachers, and it certainly should have a place in the Sunday-school library.

Other Successful Plans

The Sunday-school of the First Baptist Church, Wallingford, Connecticut, in which very marked results have been secured, seeks to create a missionary atmosphere in the entire school, including the primary department. To aid in this the pastor speaks for about five minutes at each session of the school on the "missionary hint" of the lesson. In each of the four periods of three months during a year the school gives respectively to four missionary lines: foreign missions, home missions, state missions, and general benevolence. All of the Sunday-school offerings

over and above current expenses go to missions, and in the primary department they all go for that purpose. The school is kept informed as to missionary progress, and at intervals missionary stereopticon lectures are given in the main auditorium on a week day evening under the auspices of the Sunday-school and Juniors. On such occasions the younger members of the school sing, the girls usher, and the boys receive the offering.

The First Methodist Episcopal Sunday-school, Decatur, Illinois, takes its pledges by classes. One scholar in each class keeps a record of the individual pledges, and collects the money, reporting the amount when a suitable missionary program is rendered.

The South Street Presbyterian Sunday-school of Morristown, New Jersey, is a conspicuous illustration, in the large amount of money it has given to missions, of the spirit of a pastor who is thoroughly enlisted to promote this cause communicating itself to the church and Sunday-school. The steadfast devotion of the pastor to missions is attested by the fact that one of his sons is a missionary in Japan and another in Syria. Added to his influence has been the

earnest co-operation of the superintendent, and the entire tendency of the church, which is missionary in all directions. The different mission bands of the church, working in conjunction with the Sunday-school, have been a great help in maintaining the interest in the world's evangelization.

In the Sunday-school of the Gloria Dei Protestant Episcopal Church, Philadelphia, the missionary gifts of which during 1905 amounted to $1,682, the effectiveness of constant information given by printed page and oral address is illustrated. The able missionary monthly of the Church, *The Spirit of Missions*, goes regularly to the teachers, and frequent addresses are made to the scholars or the whole school by visiting missionaries, telling of their special work.

Specific Gifts

The desire to support some special work on the mission field has proved to be the natural and direct outcome of intelligence concerning missionary work. This method affords the local organization of the church a means of securing knowledge of the actual work of a foreign mis-

sionary on the field; it encourages individuals to lend themselves to intercession for living workers; and it is often the means of leading to increased gifts. It would be well for those having charge of the missionary work of the Sunday-school to seek information concerning the plans for such work from their denominational missionary boards.

When the children are interested in some specific end and systematic effort is used in reaching that end, unusual results in the giving of children have been obtained. The statement of Miss Belle M. Brain showing how children have raised money for missionary ships is a vigorous argument. Miss Brain says: "The children of the American Board raised $46,000 for the 'Morning Star,' contributing it in ten cent shares. The children of England built the 'John Williams' and gave $29,000 besides to other ships of the London Missionary Society. The children of Scotland built the 'David Williams,' and the children of Australia gave $25,000 to the 'Dayspring,' John G. Paton's missionary ship."[1]

[1] Belle M. Brain, *Holding the Ropes*, 35.

CHAPTER X

PRAYER

A spirit of prayer for missions if established in the Sunday-school will prove to be one of the most vital forces in the development of the school and its relation to the progress of missions. In connection with missions is to be found one of the best opportunities of teaching children the power and necessity of prayer. The power of evangelizing the world has its deeper source in God, not in man. It will be accomplished in proportion as the Christian Church reaches out in intercessory petition to the Father. The Church is failing to realize that God has placed prayer, the greatest dynamic of the universe, at its disposal. There is a dearth of force in our prayer life, because we do not ask with expectant, believing faith which insures the answer. Says Andrew Murray: "If there is one thing I think the Church needs to learn it is that God means prayer to have an answer and that it hath not entered into the heart of man to conceive what God will do for his child who gives himself to believe that his prayer will be heard."

A missionary revival which will be felt around

the world can only be generated through a revival of prayer. Robert E. Speer says: "The evangelization of the world in this generation depends first of all upon a revival of prayer. Deeper than the need for men; deeper than the need for money; aye, deep down at the bottom of our spiritless life is the need for the forgotten secret of prevailing, world-wide prayer." It is our duty, therefore, to teach all the members of the Sunday-school, the younger as well as the older, how to wield this mighty, God-given force to hasten the evangelization of the world.

Prayer Themes

Definite prayer should be offered for our missionaries upon the home and foreign fields. The calls for help from these fields are not first for recruits or money, but for prayer. Melville B. Cox said: "Prayers are better for the missionary than gold." If the missionaries and members of all our mission stations could know that the vast numbers represented in our Sunday-schools are placing first in their petitions according to the direction of Christ, "Thy kingdom come; thy will be done, as in heaven, so on earth,"

and that special prayers are offered for missions, it would thrill them with great encouragement and inspire fresh forms of missionary conquest the world over.

Prayer for our native Christians and their work should parallel that for our missionaries. If missionary work is to succeed in the non-Christian world, the largest proportion of the burden of the future must rest upon the native Church which is being raised up. It is therefore essential that through prayer there should be added to the force strong native preachers, consecrated Bible women, qualified doctors, and efficient nurses to develop the work. If there is to be awakened a spiritual revival on the native field it can only be accomplished through the agency of prayer, and this responsibility must in large measure be borne by the churches in the home land.

Again, the intercession of the Sunday-school for the home agencies is most valuable; and it is essential to success that prayers be constantly offered up that the spirit of missions may increase in the home churches and that God may inspire the best administration of missionary affairs.

Plans for Cultivating Prayer

In order that the members of the Sunday-school may learn to offer simple, direct, and believing prayer for missions, it will be necessary to outline a definite plan for the development of the missionary prayer life of the school. A short, definite, intelligent prayer of world-wide significance should be offered in the Sunday-school each Sunday. A prayer cycle containing a definite petition for fifty-two Sundays may be prepared, allowing for changes when current events make it wise to change the petitions. The prayer should be preceded by a statement of some need which will help the children to feel that there is something vital in the prayer and that God will answer it; thus the Sunday-school will come to feel that intercession for missions is a part of its work. An opportunity for such instruction is offered in connection with the monthly and five minute exercises recommended on pages 27 and 28. On the regular missionary Sundays, when both the opening and closing parts of the session are devoted to missions, the prayer at the beginning of the hour should follow the theme of the Scripture reading, and that at the close enforce the teaching of the missionary lesson.

The prayers may be made by those who give the missionary talks or others may be enlisted. In either case the parts should be assigned by the committee and the subject of prayer made known some time before the missionary exercise is to be given, so that the participant may acquire the spirit of prayer. The spirit and manner in which the prayer is offered will be the dominating influence with the children. It cannot be emphasized too strongly that lengthy petitions be avoided and that all prayers be definite.

At the suggestion of the superintendent, or the teachers in the classes, the prayer theme for the week may be carried home by the children and become a subject of prayer in their daily devotions both at the family altar and in private. Following the suggestions made regarding instruction concerning prayer, it will be found profitable to make provision in the budget for the purchase of books and leaflets on prayer for the use of the teachers, officers, and older members of the school.

Methods of Presentation

Variation in the presentation of prayer themes will often make the mind alert, create interest,

touch the sympathy, and thus bring many a sincere prayer from the hearts of children which will both strengthen the work and deepen their prayer life.

1. A missionary map of the world is often one of the best means of leading to intelligent intercession. The field, the home of the missionary, or the special work under consideration should be located before the prayer is made.

2. A small map may be given to the members of classes or to individuals who may wish them, to be marked in connection with the prayers offered in Sunday-school or in private devotion. At certain times the person may make a prayer trip, taking in review all the points which have been marked upon the map.

3. One Sunday may be given entirely to "Prayer and Missions," and the program consist of Bible prayers, incidents regarding prayer, or examples of answered prayer.

4. A point of contact for intelligent prayer may be obtained by presenting an object or a picture, or by telling a story or reading a letter from a missionary.

5. The older members of the school especially should be encouraged to make special prayer lists with a petition for each day asking for definite things. The prayers may be for nations, for oppressing conditions among heathen peoples, for missionaries and their work upon the field, for native Christians, for the administration of missionary affairs in the home land, or for personal relationship to the missionary enterprise.

6. In some instances inner prayer circles have been formed in Sunday-schools and missionary societies, in which a few persons have pledged themselves to offer definite prayer for the work in the Sunday-school and in home and foreign mission fields. These prayer circles have proved a source of great power. Especially should the persons who are caring for the missionary work of the school form such a prayer circle.

Instruction Concerning Prayer

In the senior department and in Bible classes for adults there will be ample opportunity to cultivate the prayer life by special instruction concerning prayer. The work, however, need not necessarily be limited to these departments

of the Sunday-school, for there will be many instances where such teaching will not only be beneficial, but deeply appreciated by children in the intermediate department. The superintendent or the teacher, as the case may be, should make a very careful study of prayer in its relation to missions, to the church at large, and to the spiritual growth of the individual. It is essential that every person who is old enough to understand the meaning of prayer be brought to a realization of personal responsibility to wield the power of prayer.

In order that the individual may be prepared to offer faithful and fervent intercessory prayer, there should be a thorough understanding of the Bible in its relation to prayer and to missions. This teaching should further be enforced by illustrations of prayer found in the lives of the great missionaries and of other remarkable answers to prayer.

The habit of prayer can best be acquired in connection with the study of the Bible. The "Morning Watch" combines the two and offers many inducements for a cultivation of the spiritual life. The young people should be urged to adopt the plan of spending the early part of the

day alone with the Bible and God. Personal daily Bible study has had a remarkable growth among young people during the past few years. A definite plan for study should be outlined in advance, so that some time each morning may be given to a preparation for communion with God. The courses of Bible study offered to Young People's societies and the Young Men's Christian Association are arranged for daily study. The readings outlined for use in connection with the regular Sunday-school lessons afford another good plan. Should the student desire to do original work, appropriate subjects are not wanting. The prayer life of Christ, prayer as found in the Old and New Testament, the place of prayer in the development of the early Church, the missionary career of Paul, and a score of other interesting themes offer themselves for selection.

Good literature may be placed in the hands of the individual for specific purposes and in the Sunday-school library for general use. Such books as *With Christ in the School of Prayer* and *The Ministry of Intercession,* by Andrew Murray, *Individual Prayer as a Working Force,* by David Gregg, and *A Mighty Means*

From *Lomai of Lenakel* Published by Fleming H. Revell Company

DR. JOHN G. PATON AND CHILDREN IN ANIWA

of Usefulness, by James G. K. McClure, are some of the many good books available. Some of the best leaflets may be circulated with profit among the young people. "The Morning Watch," "The Secret Prayer Life," and "Bible Study for Spiritual Growth," by John R. Mott, and "Prayer and Missions," by Robert E. Speer, are leaflets which already have a very large circulation among young people. (See Appendix C.)

Examples of Prayer

Nothing will stimulate one to give himself to prayer sooner than a knowledge of the efficiency of some life through prayer. Missionary biography contains many interesting stories of the prayer life of heroic and consecrated missionaries.

1. The life of John G. Paton is an example of mighty accomplishment through prayer. Robert E. Speer says: "It was by prayer that Paton was led into the missionary service; by prayer he won the hearts of degraded men; by prayer he dug wells and found fresh water where others found none or salt; by prayer he checked the

hand of the assassin; by prayer he locked the jaws of violence. We may be sure that it will be in the hush of prayer that he will fall asleep." In any good life of Paton will be found facts to enforce this statement.

2. Among the home missionaries David Brainerd, the untiring intercessor, has written enough about his prayer life to help us recognize the source from which the great influence of his life was generated. In his diary he writes: "God enabled me so to agonize in prayer that I was quite wet with perspiration, though in the shade and in the cool wind. My soul was drawn out very much from the world for multitudes of souls."

3. Captain Allen F. Gardiner in his attempt to carry the Gospel to the heathen of Tierra del Fuego is a notable example of consecration to prayer. On one of his birthdays he wrote: "I pray that thou wouldst graciously prepare a way for the entrance of thy servants among the poor heathen of these islands . . . and should we even languish and die here, I beseech thee to raise up others and to send forth laborers into

this harvest." His faith in God may be measured by Psalm lxii. 5-8. (See Chapter III.)

4. Pandita Ramabai, the "Widow's Champion of India," has accomplished marvelous things through her deep prayer life and consecration to service. Ramabai is a real mother to the girls in her school and gives herself in prayer for them. Her friends have been known to see her white-robed figure pacing back and forth on the high terraced roof of her house at night, where she often remains through the night, giving herself in prayer for her work.

5. David Livingstone was faithful unto death in prayer. Many of his prayers are recorded. On next to the last of his birthdays he wrote: "My Jesus, my King, my life, my all, I again dedicate my whole self to You. Accept me, and grant, O gracious Father, that ere this year is gone I may finish my task. In Jesus' name I ask it. Amen. So let it be. David Livingstone." And on his last birthday he wrote: "Let not Satan prevail over me, O my good Lord Jesus." His dead body was found in the attitude of prayer.

Answers to Prayer

Perhaps a greater influence than accounts of prayer life are those of answered prayer. Arthur T. Pierson says: "Every missionary biography, from those of Eliot and Edwards, Brainerd and Craig, down to Livingstone and Burns, Hudson Taylor and John E. Clough, tells the same story of answered prayer."

1. Two thrilling stories, each containing direct answer to prayer, will be found in the first chapter of *In the Tiger Jungle.* The Scripture quotation, "Lo, I am with you always," might be the outstanding feature of the story as it was of the missionary's experience.

2. The success of Pastor Gossner's missionary work is explained by a sentence from the address read at his funeral. "He prayed up the walls of a hospital and the hearts of the nurses; he prayed missions into being and missionaries into faith; he prayed open the hearts of the rich and gold from the most distant lands." He sent out into the foreign field during his lifetime 144 missionaries, and never had at any time less than twenty missionaries depending upon him for support.

3. Eliza Agnew, "the Mother of Ceylon," in connection with her work, it is said, won fully a thousand girls who attended the Oodooville Girls' School to become Christians. It was her habit to pray definitely for these girls by name each week.

4. In the life of John Kenneth Mackenzie, the great medical missionary to China, will be found a chapter entitled "The Power of Prayer." The story tells how Dr. Mackenzie's work was prospered for a time through winning the confidence of Li Hung Chang, the great Chinese statesman. Toward the close, he says: "I do indeed believe in prayer. I am forced to believe in it and to say from practical experience I am sure that God does hear and answer prayer."

5. In connection with J. Hudson Taylor's work in the China Inland Mission there are some remarkable illustrations of answered prayer. One story, "A Breeze from God," tells how he was saved from shipwreck among cannibals by God's answer to prayer for wind. Again, the story of that wonderful answer to prayer when one hundred missionaries were secured in a single year shows the marvelous possibility in prayer.

Testimonies Concerning Prayer

The following quotations may be used as mottoes, as verses to be copied on cards, or as texts for talks on prayer:

"The History of Missions is the History of Prayer," from John R. Mott, may be used to show the place which prayer has had in the development of early Christianity and its present status throughout the world.

"Thank God for bairns' prayers. I like best the prayers of children," the words of James Chalmers, may be used as the basis for a talk on the part which children may have in the world's evangelization.

"Prayer and pains through faith in Jesus Christ will do anything," by John Eliot, may be explained and illustrated by stories from his own life.

"Every element in the missionary problem depends for its solution upon prayer," by Robert E. Speer, will give ample opportunity for showing the relation of prayer to all the phases of missionary work.

"Let us advance upon our knees," the words of Joseph Hardy Neesima, may contain a beau-

tiful lesson by having a gifted story teller relate interesting stories of his life.

Hymns and Poems

In connection with exercises on prayer, hymns having a prayer theme may have their truth and beauty explained and then be sung as solos or by the school. Quotations on prayer from the poets will help to enforce the place which prayer holds in the thought of men and women of culture. Many apt quotations may be found in the works of the best known poets.

"But there's a power which man can wield
When mortal aid is vain . . .
That power is prayer."

Heber.

More things are wrought by prayer
Than this world dreams of . . .
For so the whole round world is everyway
Bound by gold chains about the feet of God."

Tennyson.

The following prayer was found on the fly-leaf of the Bible of a missionary who died in Africa:

"A PRAYER"

Laid on Thine altar, O my Lord divine,
Accept this gift to-day for Jesus' sake.
I have no jewels to adorn Thy shrine,
Nor any world-famed sacrifice to make;

But here I bring within my trembling hand
This will of mine, O Lord, canst understand
How when I yield Thee this I yield mine all.

Hidden therein thy searching gaze can see
Struggles of passion, visions of delight;
All that I have, or am, or fain would be;
Deep loves, fond hopes, and longings infinite.
It hath been wet with tears and dimmed with sighs,
Clenched in my grasp till beauty hath it none!
Now from Thy footstool, where it vanquished lies,
The prayer ascendeth—may Thy will be done!

Take it, O Father, ere my courage fail,
And merge it so in Thine own will that e'en
If in some desperate hour my cries prevail,
And Thou give back my gift, it may have been
So changed, so purified, so fair have grown,
So one with Thee, so filled with peace divine,
I may not know or feel it as mine own,
But gaining back my will may find it Thine.

CHAPTER XI

PRACTICAL MISSIONARY WORK

It has been said that the elements of feeling and action are at least two thirds of religion.[1] Where an interest in missions is created, the ratio of elements will follow a similar law. In addition, the assertion might be ventured that one of the first desires accompanying feeling is for action, and that following the doing of some deed helpful to humanity the feeling will be intensified. Activity and interest, inaction and indifference, show the two tendencies. The law of growth is in the doing. Not only will an untold amount of good be done to the recipients of worthy deeds, but the young should be urged to give diligent service, for those who give most to Christ get most from Christ and become most like Christ.

The practical work which the Sunday-school may engage in naturally falls into three divisions: that in connection with church and the Sunday-school, home, and foreign missions. The work assigned to different individuals or classes should be suited to their temperament and disposition to

[1] C. W. Rishell, *The Child as God's Child*, 99.

insure the largest success. The spirit of service should be that of humility. On the other hand, it will be desirable to inform the school as to the kind of practical work done and the results obtained. Such knowledge will provide added inspiration.

The Church and Sunday School

The first service rendered might be the work of actually increasing the efficiency of the Sunday-school itself. The solicitation of new Sunday-school scholars and searching for absentees may be utilized as one means. In the Washington Street Congregational Sunday-school, Toledo, Ohio, the boys are organized into the Boys' Messenger Service.[1] Again, the children may distribute announcements of church and Sunday-school services, Bibles, literature, and similar material. The Sunday-school affords one of the best opportunities for doing personal work among its members and others, and the scholars may well be trained in this kind of service. Visiting the sick, caring for children, entertaining the afflicted, visiting homes for aged

[1] Marion Lawrance, *How to Conduct the Sunday School.* Chapter XXI.

Courtesy of American Baptist Home Mission Society

LITTLE MOTHER CLUB, NEW YORK CITY

In Training for American Womanhood

people and other institutions, such as orphanages, hospital work, including the distribution of flowers, reading to convalescents, amusing convalescent children, and helping in evangelistic meetings provide other means of service. Helping the poor by providing food and clothing and supplying other needs will be acceptable to many. Some Sunday-schools provide Thanksgiving and Christmas dinners. In a number of Sunday-schools the idea of the Christmas tree has been entirely changed. Now there are brought by teachers and scholars gifts for the poor, including toys and other suitable presents for the children; also gifts for the home of a more practical nature, such as tea, coffee, and money for the purchase of coal and the like. At such times appropriate exercises, consisting of music, recitations, and missionary addresses are given for the benefit of the scholars. Some of the older scholars and teachers work in mission Sunday-schools, city missions, settlements, and meetings which call for special volunteer helpers. Some large city churches maintain a mission church, chapel, or Sunday-school, which is fostered entirely by the mother church, thus giving its members an opportunity for service.

Packing Boxes for Home Missionaries[1]

Only those who have visited home missions can realize the true value of practical deeds of service which the Sunday-schools of the church have rendered. A Sunday-school can learn of such a need from a home missionary worker whom they may support; some missionary whom they may know; or directly by writing to the Secretary of their denominational Home Mission Board. The needs of the field should be thoroughly understood, and all gifts sent should be both serviceable and practical. In nearly every instance, service rendered to the home missionaries will consist of a home mission box. Such a box should be prepared with care. It may include wearing apparel, table linen, bedding, towels, and a number of those things which will help to make a home cheerful, such as curtains, cushions, material for covering windows and worn furniture, light stuff for draping home-made furniture, covers for tables, and dainty china. A roll of rag carpet and rugs are often welcome. It is sometimes customary to pin bank bills in some of

[1] Before preparing a box, correspond with the Secretary of your Mission Board or Society for detailed instructions regarding the contents, packing, and shipment of boxes.

the garments. For the children there should be toys, good story-books, dolls, and games. Back numbers of magazines and periodicals, or regular subscriptions make desirable gifts. The suggestion is offered that one or more classes provide a number of books, magazine subscriptions, and games for some distant mission post, where they will be the means of entertaining and interesting the children and young people in the church. Many ministers who are serving home mission churches on the frontier have charge of from two to five appointments. It is necessary that such men keep either a saddle horse or a horse and buggy which they must provide and care for out of their meager salaries. Sometimes, classes of boys provide money for this purpose. In the home missionary schools of the South, where it is often a problem to provide clothing for students too poor to buy it themselves, second-hand shoes and garments of all kinds, too much worn to be sent to a home missionary family, are welcome.

Packing Boxes for Foreign Missionaries.

The foreign mission box should not be packed before communicating with the Secretary of

your denominational Mission Board or Society, from whom in nearly ever case a list of articles needed in the field may be obtained. Unless great care is taken the cost of transportation and duty will exceed the value of the gift. Miss Brain, after corresponding with a number of boards, suggests the following articles for use in all fields: Small work bags, needles, pins, needle-books, thimbles, scissors, spool cotton, lead and slate pencils, pens, erasers, crayons, small note-books, writing pads, Christmas tree decorations, balls, marbles, tops, knives, mouth organs, remnants of bright calico or other material two or three yards in length, cut and basted patchwork four or five inches square for teaching children to sew, handkerchiefs, towels, combs, brushes, and cakes of soap each wrapped in a wash cloth. Dolls, especially dark complexioned ones, are in universal demand. Picture cards of all kinds can be used in unlimited quantities. Children are attracted to street Sunday-schools as well as to the organized schools by means of these cards. As in the case of the home missionaries the latest books and subscriptions to leading magazines and denominational papers are always acceptable.

CHAPTER XII

SUNDAY SCHOOL CONVENTION PROGRAMS

The twentieth century is being ushered in as the convention age. Some are of the opinion that the day of large conventions is past, but regardless of this it is true that they are increasing both in number and size. The programs of these assemblies are changing their form, and in many cases, in place of a complete program of inspirational addresses, time is given to conference on methods and to practical suggestions. In the Sunday-school field such gatherings are of inestimable value, and the leaders of Sunday-school work should take advantage of the local, group, county, district, and state, denominational and interdenominational, national and international, conventions and institutes for the missionary training of their forces. Upon the character of the gathering will depend the amount of time which may be given to missionary subjects and to the method of their presentation.

I. Inspirational Addresses

As a rule program committees are finding it advantageous to have one or more general ad-

dresses on the subject of missions, usually in connection with an evening program. The following topics are suggested as appropriate for such addresses:

"The Sunday-school and World Evangelism."

"The Missionary Uprising of the Young People."

"To-Day's Greatest Enterprise—the Conquest of the World."

"Mission Study: Its Place and Power in the Lives of Young People."

"Prayer and Missions."

In *World-Wide Evangelization* the report of the Student Volunteer Convention, 1902 (pp. 656-666), will be found outlines for more than a dozen strong missionary addresses principally on missionary countries with references to the pages in the report and other bibliography. Other material for use in preparing these addresses may be obtained by writing to the secretaries of the various denominational missionary boards, or societies.

II. Conferences on Methods of Work

An hour or more is generally set aside for conferences or discussions of practical methods of work. These should be led by some person who has familiarized himself thoroughly with the plans to be presented. The time of missionary exhortation is largely past, and leaders are now seeking for definite knowledge as to how the work which is proposed may be successfully carried out. The leader of a conference generally presents an outline of the subject under consideration and in connection with the main points presented, calls on the members of the conference to contribute to the interest and profit of the occasion by asking questions or by giving suggestions as the result of experience. It is well for the leader to see that one or more persons are prepared to lead in the general discussions. For conventions, one or more of the following subjects outlined will probably be sufficient, but in the case of an institute or summer assembly at least one hour each day may be given to as many topics. In addition to the subjects outlined, a Mission Study class having at least two or three sessions will be of great value. General

sources of information relating to these subjects are: *Holding the Ropes*, by Belle M. Brain, and the chapters of this book. For these subjects also additional information may be obtained by writing to the secretaries of the denominational missionary boards.

Missions in the Sunday School

Time, sixty minutes

1. Organization.
   - Sunday-school Missionary Society.
   - Sunday-school Missionary Committee.
   - Relation to Sunday-school organization.

2. Monthly Missionary Program.
   - Purpose.
   - Methods of presentation.
   - Preparation of program.
   - Sources of material.

3. Mission Study.
   - Value.
   - Relation to the regular work.
   - Courses available.
   - Helps for leaders.

4. Missionary Library.
   Libraries available.
   How to secure.
   How to circulate.

5. Prayer.
   Importance of prayer.
   How to cultivate habits of prayer.

6. Giving.
   Scriptural habits.
   Financial policy.

NOTE.—This conference will cover the general subject in one hour. Detailed outlines and references will be found in the four subjects following.

Monthly Missionary Program

Time, sixty minutes

1. Purpose.
   To interest the entire membership in missions.
   To aid in establishing a missionary church.
   To supplement Bible teaching with the new "Acts of the Apostles."

To create intelligence and thereby increase offerings to missions.

To increase the volume of definite, intercessory prayer.

2. Nature of the program.

Scripture.

Song.

Prayer.

Biography of missionaries.

Descriptions of mission work.

Stories of native Christians.

Survey of the world field.

Constructive work by classes.

3. Preparation.

Leader.

Appointed at least four weeks in advance.

Preparation begun at once.

Program definitely outlined.

Other helpers.

Several participants.

Definite topics assigned.

Talks preferable to papers.

Time limit on talks.

Recitations and songs by children.

Map and chart exercises.

4. Sources of material.

Special missionary programs and missionary booklets and leaflets published by denominational missionary boards.
Missionary magazines.
Reports of missionary societies.
Missionary libraries.

Mission Study

Time, sixty minutes

1. Value of Mission Study.

Systematic study necessary to proper comprehension of the enterprise.
Relation of missions to world movements.
Conception of Christianity broadened.
Intellectual culture afforded.
General enthusiasm for missions created.
Permanent interest in missions aroused.
Activity developed at home.
Gifts to missions enlarged.
Prayer for the missionary enterprise increased.
Spiritual life deepened.
Life purposes changed.

2. Place in Sunday School.
   Bible classes for young men and women.
   Senior department as a whole in small schools.
   Independent or private classes.
   Teachers and officers for equipment.
   Normal department for training new teachers.

3. Relation to the regular work.
   Length of courses, eight weeks.
   Classes conducted during Sunday-school session.
   Classes conducted at other times in the church or around the dining table in some private home.
   Classes to meet weekly, semi-weekly, or monthly.

4. Courses available.
   Forward Mission Study Courses.
   (1) "The Price of Africa" (biographical).
   (2) "Princely Men in the Heavenly Kingdom" (China, biographical).
   (3) "Sunrise in the Sunrise Kingdom" (Japan).

(4) "Heroes of the Cross in America" (biographical).

(5) "Daybreak in the Dark Continent" (Africa).

(6) "Child Life in Mission Lands" (for Juniors, biographical).

5. Special Helps for the Courses.

Suggestions for the leaders for each lesson.

Reference library for the Course studied.

Mission booklets and leaflets on the countries.

Magazines, Annual Report of the Missionary Board or Society, leaflets, etc.

Correspondence with the Secretary of the denominational Mission Board or Society.

6. Essentials of success.

Prayer.

Division of responsibility among members.

Faith and determination to succeed.

Missionary Libraries

Time, thirty minutes.

1. Missionary books essential.

To permanent interest.

To thorough educational work.

2. Missionary books interesting.

Fascinating biographies.
Heroism and adventure.
Interesting stories.

3. Libraries available.

Campaign Library No. 2.
Special Reference Libraries Nos. 2, 3, and 4.

4. Character of libraries.

Campaign, for general reading.
Reference, for use in Mission Study Classes.

5. How to secure and circulate the libraries.

(See chapter, "The Missionary Library," in this book and consult *Holding the Ropes.*)

Scriptural Habits of Giving

Time, thirty minutes

1. Characteristics of Scriptural giving.

Systematic, 1 Cor. xvi. 2.
Proportionate, 1 Cor. xvi. 2.
Cheerful, 2 Cor. ix. 7.

2. The Tithe.

   What constitutes the tithe.

   Its relation to the Old Testament dispensation. Without reference to the local character of the tithe we cannot under grace afford to do less than was done by the Jew under the Law, especially since we have a world to bring to Christ, whereas the Jew simply preserved the faith in his own race.

3. Stewardship.

   Its meaning.

   Its relation to tithing.

   The New Testament teaching with regard to it.

4. Methods for the Sunday School.

   Education.

      Bible study on giving.

      Programs (once a year).

      Literature.

   Financial policy.

      System of collecting the money.

      Use of the money.

5. Available literature.

The Victory of Mary Christopher, Calkins.

Convention Reports, (*World-Wide Evangelization*, the report of the Student Volunteer Convention).

Leaflets published by the Missionary Societies. Leaflets published by the Student Volunteer Movement, 3 West Twenty-ninth Street, New York City.

Missionary Exhibits

That missionary exhibits have been successful is not strange when we remember that scientists tell us that more knowledge is received through the eye-gate than through the ear-gate. It has been stated that over eighty per cent. of the information that comes to us comes through the eye. A convention well equipped for work has a good exhibit of the helpful and attractive material available for missionary instruction. Missionary exhibits have been used in connection with missionary conventions for several years, and there is an increasing demand for missionary sections in the exhibits of Sunday-school conventions.

A Missionary Exhibit

For the larger conventions special exhibits may be obtained as a loan in most cases from some of the leading missionary societies. For local rallies and smaller conventions exhibits may be made by local workers from material which will be sent free of charge from the denominational missionary boards. As a rule the Sunday-school room or some room adjoining the church auditorium is set aside for exhibit purposes, being neatly decorated with flags, banners, and the like. Around the walls of the room, on chairs or on skeleton forms made for the purpose, are placed large sheets of cardboard, upon which is mounted the literature classified as "Sunday School and Missions," "Prayer and Missions," "Mission Study," "Systematic Giving," or other divisions.

It will at once be seen that here is an opportunity for the workers to make a careful study of the literature available for the various departments of the work.

Sometimes curios obtained by loan or otherwise are placed on tables in the center of the room with a missionary or some other competent person to explain them and to call attention to the missionary work represented. The exhibit will be of little value to the person who gives it

a casual glance. It is well to set aside an hour of the convention time for special exercises in the exhibit room, in order that the delegates and visitors may understand the value of the exhibit and make a careful study of its special features.

The following general suggestions are made concerning what may be called an ideal exhibit for most conventions. Exhibits may be larger or smaller, as occasion may require. It is of course somewhat expensive to prepare an exhibit in the way suggested below, but when it is once prepared it becomes a permanent missionary asset.

Composition

The exhibit may be composed of at least five departments.

1. Books and Literature.—Missionary societies and publishing houses are furnishing in increasing quantities very attractive and valuable literature, a complete assortment of which should form one of the principal features of the exhibit. When such literature is carefully classified and mounted according to the suggestions which are given, it will at least attract the attention of the

delegates to the material which is available for use.

2. Maps, Charts, and Mottoes.—A map of the world should have a prominent place in every exhibit room.

Charts giving striking comparisons appeal to the eye. It is difficult to compare figures in a statement or in an address in such a way as to leave a lasting impression, but this can easily be done by the display of diagrams.

The mottoes, "Not by might, nor by power, but by my Spirit, saith Jehovah of hosts;" "Anywhere, provided it be forward," the heroic expression of David Livingstone; "The Evangelization of the world in this generation," the keynote of present-day missionary activity, have been used with great success.

3. Pictures.—Pictures are also an important feature, among which are the Perry, the Brown, the Orient, the Cosmos, and the United Study pictures. (See Appendix C.) These should be mounted on cardboard as suggested below.

4. Special Work of Study Classes and Missionary Committees.—A large amount of inter-

esting work, consisting of drawing, map making, and collecting material which is both valuable and interesting, has been done by a large number of mission study classes in the young people's societies during the past few years. This material as shown in missionary exhibits of the past has had a stimulating influence in extending the work. A large amount of such material will doubtless be available through the aggressive work which the Sunday-schools will do, and it will form a valuable addition to the exhibit.

5. Curios.—Curios are not absolutely necessary to the missionary exhibit, but they are always a great attraction and if a proper assortment can be secured they give valuable information concerning the different countries. The curios, however, should not be given such prominence that they will detract from the main purpose of the exhibit.

Preparation

An exhibit will not be effective unless the material is carefully classified and effectively displayed. The suggestions given are the result of several years' experience in exhibit work.

1. Materials for mounting.—Cardboard.—It has been found desirable to mount material on ten-ply mounting board, 24 x 36 inches, Scotch gray in color. It may be obtained from dealers in photographic supplies, or from Fremont Pennoyer, 545 West Twenty-second Street, New York City, for eight cents per card, express or freight extra.

Letters.—Gummed letters make the neatest head-lines for the top of the cards. Those most commonly used are white, one and one-half inches for capitals and one inch for case letters. A free catalogue containing a complete line of supplies will be furnished by the Tablet and Ticket Company, Chicago or New York.

Fasteners.—Brass-headed fasteners are best adapted to attaching the material to the mounting boards. McGill fasteners, wire shanks No. 3, sixty cents per box of two hundred, postpaid, sold by Holmes, Booth, and Hydens, 37 Park Place, New York City, and elsewhere, are the best fasteners available.

2. Suggestions for mounting.—The literature to be mounted should be arranged under general heads which will be self-explanatory, the amount

of material on each card being limited to avoid confusion. The head-lines should be at least three inches from the top. The leaflets and books should be mounted with a downward slant so that they will remain closed, and all the literature arranged to produce a pleasing effect.

Displaying the Exhibit

1. Exhibit room.—A light room in the convention building, or the nearest convenient place to the convention auditorium, should be obtained for the exhibit. It is often advantageous to make the exhibit room a sort of headquarters for the registration of delegates, rest room, and the convention post-office.

2. Arrangement.—The material constituting the exhibit should be arranged according to general subjects, all the cards and other material relating to each subject being grouped together. Tables should be provided for curios, free literature, and books that are on sale.

APPENDIXES

APPENDIX A

THE INTERNATIONAL SUNDAY SCHOOL CONVENTION AND MISSIONS

At the International Convention in Toronto, June, 1905, the Sunday-school Editorial Committee recommended the following points of policy:

I. That the Sunday-school papers of the country bring before the attention of the Christian public the great field of Sunday-school work as the natural and logical place for instruction in home and foreign missions.

II. That the question of missions in the Sunday-school be given a place on the programs of all missionary institute conventions and Summer schools wherever possible throughout the country.

III. That the aid of the Sunday-school boards and the societies of the various denominations be enlisted in a systematic effort to bring before every Sunday-school superintendent in the country the possibility, practicability, and necessity of the study of missions in the Sunday-school.

IV. That courses of instruction be prepared in both home and foreign missions, aimed to instruct and interest the scholars and to lead them to some definite missionary activity.

V. That this missionary instruction be made a part of the regular supplemental work in every school, unless otherwise adequately provided for.

VI. That suitable and inexpensive books be prepared in different grades, which shall be put in the hands of every pupil, so that thorough home preparation be made possible.

Resolved, That we request the Convention to direct the Lesson Committee to arrange for two missionary lessons, two temperance lessons, and two other optional temperance lessons for each year; the missionary lessons to be taken, so far as possible, in the regular course of consecutive Bible study, and which shall be specially adapted to and designed for missionary teaching.

APPENDIX B

MISSION STUDY COURSES

The Forward Mission Study Courses projected less than four years ago have now been adopted in the young people's work of practically all Mission Boards. Each year the sales have increased until this year two editions of *Daybreak in the Dark Continent* have reached 60,000 copies. The Mission Study text-books can be ordered of the Secretaries of the Denominational Mission Boards or Societies, or of the Young People's Missionary Movement, 156 Fifth avenue, New York City.

The Price of Africa—Biographical. Taylor. Paper, prepaid, 42 cents; cloth, prepaid, 58 cents.

Princely Men in the Heavenly Kingdom (China)—Biographical. Beach. Paper, prepaid, 42 cents; cloth, prepaid, 58 cents.

Sunrise in the Sunrise Kingdom (Japan). DeForest. Paper, prepaid, 42 cents; cloth, prepaid, 58 cents.

Heroes of the Cross in America—Biographical. Shelton. Paper, prepaid, 42 cents; cloth, prepaid, 58 cents.

Daybreak in the Dark Continent (Africa). Naylor. Paper, prepaid, 42 cents; cloth, prepaid, 58 cents.

MISSION STUDY COURSES FOR JUNIORS

Child Life in Mission Lands—Biographical. Diffendorfer. Cloth, prepaid, 55 cents.

Japan for Juniors. Crowell. Paper, prepaid, 20 cents.

China for Juniors. Crowell. Paper, prepaid, 20 cents.

Alaska for Juniors. Crowell. Paper, prepaid, 25 cents.
Africa for Juniors. Crowell. Paper, prepaid, 25 cents; cloth, prepaid, 35 cents.
Coming Americans, for Juniors. Crowell. Paper, prepaid, 25 cents; cloth, prepaid, 35 cents.

SPECIAL REFERENCE LIBRARIES

Four Special Reference Libraries have been published by the Young People's Missionary Movement, 156 Fifth avenue, New York City. The volumes in these libraries are used for regular reference in the Helps for Leaders of mission study classes. The list price of each of the libraries is over $10, but they are sold in uniform binding at $5 each, carriage extra. In each case money must accompany the order. (The supply of Special Reference Library No. 1, which related to China, is exhausted.)

SPECIAL REFERENCE LIBRARY No. 2

(*Japan*)

Japanese Girls and Women.....Bacon
Japan and Its Regeneration.....Cary
A Handbook of Modern Japan.....Clement
A Maker of the New Japan (Neesima).....Davis
A Maker of the New Orient (Brown).....Griffis
Dux Christus.....Griffis
Evolution of the Japanese.....Gulick
Japan: Country, Court, and People.....Newton
The Gist of Japan.....Peery

SPECIAL REFERENCE LIBRARY No. 3

(*Home Missions*)

The New Era in the Philippines.....Brown
Leavening the Nation.....Clark

Those Black Diamond Men.....Gibbons
The Louisiana Purchase.....Hitchcock
The Burden of the City.....Horton
Our People of Foreign Speech.....McLanahan
Marcus Whitman.....Mowry
The Minute Man on the Frontier.....Puddefoot
Memoirs of David Brainerd.....Sherwood
Our Country.....Strong

SPECIAL REFERENCE LIBRARY No. 4

Africa

Tropical Africa.....Drummond
Daybreak in Livingstonia.....Jack
Fetichism in West Africa.....Nassau
The Redemption of Africa, 2 vols.....Noble
Christus Liberator.....Parsons
Dawn in the Dark Continent.....Stewart
The Price of Africa.....Taylor

MISSIONARY BOOKS FOR THE SUNDAY-SCHOOL LIBRARY

The following list of books, beginning with Missionary Campaign Library No. 2, has been prepared to guide missionary workers in selecting suitable books for the Sunday-school library. The list has been carefully examined by a number of capable persons who are interested in missionary work among children and young people.

All the books in this list will be sent, at the prices indicated, by the Young People's Missionary Movement, 156 Fifth avenue, New York City, or they may be obtained through any publishing house or through missionary boards that deal in missionary literature. The prices quoted are revised to April 1, 1906.

MISSIONARY CAMPAIGN LIBRARY NO. 2

Containing 20 volumes, list price over $20, but sold in uniform binding at $10, carriage extra.

Foreign Missions in the Protestant Churches..Baldwin
Protestant Missions in South America..Beach and others
Izilda .....Barnes
The Cobra's Den.....Chamberlain
Black Rock.....Connor
Korean Sketches.....Gale
Eminent Missionary Women.....Gracey
Verbeck of Japan.....Griffis
Pilkington of Uganda.....Harford-Battersby
Within the Purdah.....Hopkins
A Lone Woman in Africa.....McAllister
Picket Line of Missions.....McDowell and others
The Bishop's Conversion.....Maxwell
The Evangelization of the World in this Generation.. Mott
China and the Chinese.....Nevius
The Cry Heard.....Price
The Minute Man on the Frontier.....Puddefoot
Kin-da-Shon's Wife.....Willard
Medical Missions.....Williamson
By Canoe and Dog Train.....Young

GENERAL

	Prepaid
Seven Little Sisters. Andrews	$ .55
The Great Big World. Batty	.36
Her Twenty Heathen. Bamford. Paper, 25 cents; cloth	.50
Fifty Missionary Stories. Brain	.60
A Junior's Experience in Mission Lands. Comegys.	.43
Boys and Boys. C. M. S.	.24
Girls and Girls. C. M. S.	.24

Autobiography of a Missionary Box. C. M. S..... .24
Child Life in Mission Lands. Diffendorfer..... .55
Forts of Darkness and Soldiers of Light. Gollock. Paper, 28 cents; cloth..... .48
Child Life in Our Mission Fields. Lambuth & Harlan ..... .86
Me First. Markham..... .24
Picket Line of Missions. McDowell and others.... .60
Twelve Little Pilgrims Who Stayed at Home. Scott 1.00
Twice Around the World. Twing. Paper, 50 cents; cloth 1.00
Child Life in Many Lands. Trumbull..... 1.00

AFRICA

The Weaver Boy Who Became a Missionary. Adams 1.00
Children of the Kalahari. Barnes..... .85
By the Rivers of Africa. Butler..... .60
A Doctor and His Dog in Uganda. Cook..... .44
The Lion-Hearted. Dawson..... .36
Life of Mackay. Fahs. Paper, 35 cents; cloth... .50
On the Borders of Pigmy Land. Fisher..... 1.25
Sign of the Cross in Madagascar. Fletcher..... 1.00
River, Sand, and Sun. Gollock..... .86
The Story of David Livingstone. Gregory..... .26
Through My Spectacles in Uganda. Hall. Paper, 28 cents; cloth..... .48
Pilkington of Uganda. Harford-Battersby..... 1.50
Sketches from the Dark Continent. Hotchkiss.... 1.00
The Story of Mackay of Uganda. Harrison..... 1.00
Rivers of Water in a Dry Place. Moffatt..... .56
Samuel Crowther (The slave boy who became Bishop). Page..... .75

AMERICA

Recollections of a Home Missionary. Brady..... 1.34
Two Wilderness Voyagers. Calkins..... 1.50
Black Rock. Connor..... 1.25
Glengarry School Days. Connor..... 1.25
Sky Pilot. Connor..... 1.25
The Prospector. Connor..... 1.50
Blazing the Way. VanDusen..... 1.00
Indian Boyhood. Eastman..... 1.74
A Chinese Quaker. Eastman..... 1.50
Pomiuk. Forbush..... .75
The Harvest of the Sea. Grenfell..... 1.00
By Order of the Prophet. Henry..... 1.50
Ginset Kreider. Herrick..... 1.50
Minute Man on the Frontier. Puddefoot..... 1.40
Children of the Tenements. Riis..... 1.50
Our Little Indian Cousin. Wade..... .60
By Canoe and Dog Train. Young..... 1.25
Oowikapun. Young..... 1.00
The Apostle of the North. Young..... 1.25
My Dogs in the Northland. Young..... 1.25
Algonquin Indian Tales. Young..... 1.25
Children of the Forest. Young..... 1.25

ARABIA

Topsy-Turvy Land. Zwemer..... .75

BURMA

Soo Thah. Bunker..... 1.00

CHINA

Tatong, The Little Slave. Barnes..... 1.25
Home Life in China. Bryson..... 1.00
Child Life in China. Bryson..... .60

The Chinaman As We See Him. Condit..... 1.50
Chinese Slave Girl. Davis..... .68
Choh Lin, The Chinese Boy Who Became a Preacher. Davis..... .85
Chinese Boy and Girl. Davis..... 1.00
The Young Mandarin. Davis..... 1.50
In the Far East. Guinness..... .84
Chinese Heroes. Headland..... 1.12
Chinese Mother Goose. Headland..... 1.25
Our Little Chinese Cousin. Headland..... .60
James Gilmour and His Boys. Lovett..... 1.75
Two Heroes of Cathay. Miner..... 1.00
Tufts and Tales. Moule..... .24

INDIA

The Cobra's Den. Chamberlain..... 1.00
In the Tiger Jungle. Chamberlain..... 1.00
Mosaics from India. Denning..... 1.25
Pandita Ramabai. Dyer..... 1.25
The Child of the Ganges. Merrett..... 1.00
Tom Ford, a British Boy in South India. Hickling. ..... .60
Life of Mary Reed. Jackson..... .75
The Bishop's Conversion. Maxwell..... 1.50
Zeinab the Punjabi. Wherry ..... .25

ISLANDS

Heroes of the South Seas. Banks..... 1.25
Transformation of Hawaii. Brain..... 1.00
Tamate, the Life Story of James Chalmers. Lovett 1.25
Letters and Sketches from the New Hebrides. Paton 1.75
The Story of John G. Paton. Paton..... 1.50
Our Little Cuban Cousin. Wade..... .60

Our Little Hawaiian Cousin. Wade..... .60
Our Little Philippine Cousin. Wade..... .60
Our Little Porto Rican Cousin. Wade..... .60

JAPAN

Japanese Girls and Women. Bacon..... .75
All About Japan. Brain..... 1.00
Hondu, the Samurai. Griffs..... .65
Gist of Japan. Peery..... 1.25

KOREA

Everyday Life in Korea. Clifford..... 1.25
Korean Sketches. Gale..... 1.00
Fifteen Years Among the Topknots. Underwood.. 1.50
With Tommy Tompkins in Korea. Underwood.... 1.25

LATIN AMERICA

Izilda. Barnes..... 1.00
Mexican Ranch. Duggan..... 1.37

APPENDIX C

SUGGESTED HELPS FOR SUNDAY SCHOOL WORKERS

Unless otherwise indicated address all correspondence regarding the material in this list to the Secretary of your denominational Missionary Board or Society, or to the Young People's Missionary Movement, 156 Fifth avenue, New York City.

MAGAZINES

The use is recommended of denominational home and foreign missionary magazines, including those of the general societies, woman's societies, and children's papers. The following interdenominational publications will prove of special value:

"The Missionary Review of the World," $2.50 per year.

"The Intercollegian," (Organ of the Student Volunteer Movement), 50 cents in advance.

"The Christian City," (City evangelization), $1.00.

"Bible Society Record," (Organ of the American Bible Society), 30 cents.

BOOKLETS AND LEAFLETS

"Young People and the World's Evangelization," by President John F. Goucher, 10 cents.

"The Sunday-school and Missions," President John F. Goucher, 5 cents.

"Helps for Leaders of Mission Study Classes," 10 cents.

MANUALS OF METHOD

"The Blackboard in the Sunday School," Bailey, 75 cents.

"Fifty Missionary Programs," Brain, 35 cents.

"Fuel for Missionary Fires," Brain, 35 cents.

"Holding the Ropes," Brain, $1.00.

"The Blackboard Class," Darnell, 25 cents.

"How to Conduct a Sunday School," Lawrance, $1.25.

"The Pastor and Modern Missions," Mott, $1.00.

"Missionary Manual," Wells, 25 cents.

LITERATURE ON GIVING

"The New Testament Conception of the Disciple and His Money," Bosworth, 5 cents.

"The Victory of Mary Christopher," Calkins, 25 cents.

"Stewardship," Cook, 20 cents.

"Money: Its Nature and Power," Schauffler, 5 cents.

"Higher Ideals of Christian Stewardship," Shelton, 5 cents.

"Money and the Kingdom," Strong, 5 cents.

"Scriptural Habits of Giving," Taylor, 5 cents.

Nearly every Missionary Board or Society issues literature on Giving and Stewardship.

LITERATURE ON PRAYER

"Individual Prayer as a Working Force," Gregg, 60 cents.

"A Mighty Means of Usefulness," McClure, 50 cents.

"Prayer," McConkey, 10 cents.

"Bible Study for Spiritual Growth," Mott, 5 cents.

"The Morning Watch," Mott, 5 cents.

"With Christ in the School of Prayer," Murray, 2 editions, 35 and 75 cents.

"Prayer and Missions," Speer, 5 cents.

"A Prayer," Passe-partout binding, 25 cents.

MAPS

A large missionary map of the world, and maps of countries showing the mission stations, will be found very useful. These can be procured through some of the Missionary Societies or Boards.

Outline maps of India, China, Japan and Korea, and Africa, 28x32 inches, 15 cents each; 40 cents for set of four.

Small paper gummed maps of the world, 1¼x2 inches, 20 cents per hundred.

CHARTS

A series of six attractive wall charts, lithographed in colors, 36x44 inches in size, and printed on heavy paper. In unbroken sets of six, carefully packed in strong tubes for shipment, at the following prices per set, express charges prepaid:

Style 1, Plain, unmounted.....$1.00
Style 2, Edges bound with cloth..... 1.25
Style 3, Tinned top and bottom, ready to hang.... 1.50
Style 4, Edges bound with cloth, wood roller and molding top and bottom, ready to hang..... 2.00

Styles 2 and 4 are especially recommended.

FLAGS

The largest flag manufacturers in America are Annin & Co., Corner Fulton and William Streets, New York City. A free catalogue will be sent upon application.

GUMMED LETTERS

White, black, and red gummed letters and figures in all sizes suitable for map and chart work may be secured from the Tablet and Ticket Company, 381 Broadway, New York City. Complete catalogue free.

PICTURES

United Study Pictures on India, China, Japan, and Africa. They are very clear in all their details and large enough to make good representations for Sunday-school work in general. Sold in sets of twenty-four pictures, 25 cents; 50 sets, 20 cents each; 100 sets, 15 cents each, prepaid.

The Orient, Brown, Perry, and Cosmos pictures, will also be found desirable.

A set of twelve pictures illustrating life and customs in Japan, 20 cents, prepaid.

PROGRAMS

A series of six home and foreign missionary programs, published in booklet form, prepared especially to interest those under fifteen years of age, although they will be of interest to those who are older. Detailed instruction for the leader are given with each program.

The price of the programs with all of the accessories is 35 cents, prepaid.

MISSIONARY OBJECT LESSON FOR JUNIORS

A box of curios on Japan, containing model house with garden, dolls, chop sticks, writing brush, ink and paper, and the like, each box containing about twenty objects, accompanied by a manual with complete instructions for the Sunday-school teacher, $1.25, prepaid.

MITE-BOXES AND COLLECTION CARDS

For various styles of collection cards, envelopes, mite-boxes, and other material designed for the collection of money, address inquiries to the Secretary of your denominational Missionary Society or Board.

STEREOSCOPE AND STEREOPTICON

These very valuable instruments of illustration are being used by a rapidly increasing number of Sunday-schools, and are recommended as being of special service in missionary instruction. Some missionary boards or societies loan stereopticon slides. The Christian Lantern Slide and Lecture Bureau, Ludington, Michigan, furnishes the use of slides with a written lecture at a moderate price.

(Congregationalists may choose from a large collection of stereopticon sets owned by the American Board of Commissioners for Foreign Missions covering their twenty mission fields. Applications should be sent to John G. Hosmer, 14 Beacon Street, Boston, or to one of the district secretaries.)

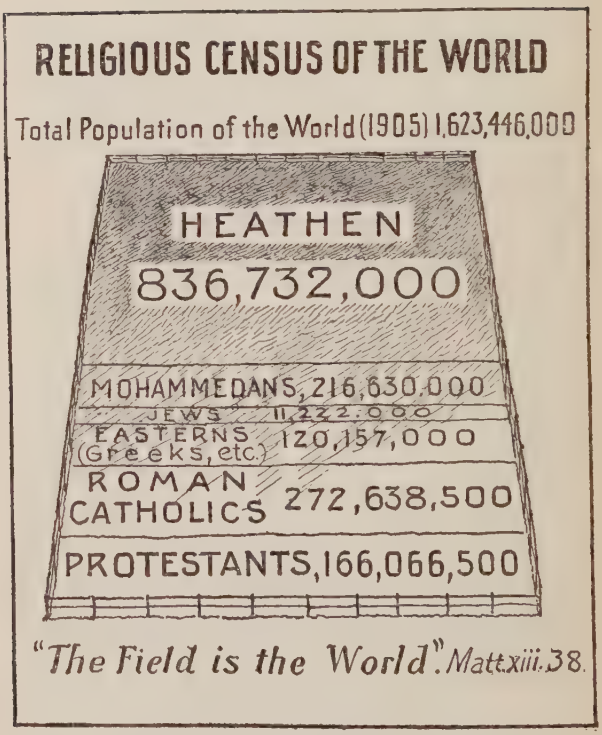
CORRESPONDENCE

Address correspondence regarding material mentioned in this manual or pertaining to foreign missions to Mr. H. W. Hicks, Assistant Secretary of the American Board, Congregational House, 14 Beacon Street, Boston, Massachusetts.

APPENDIX D

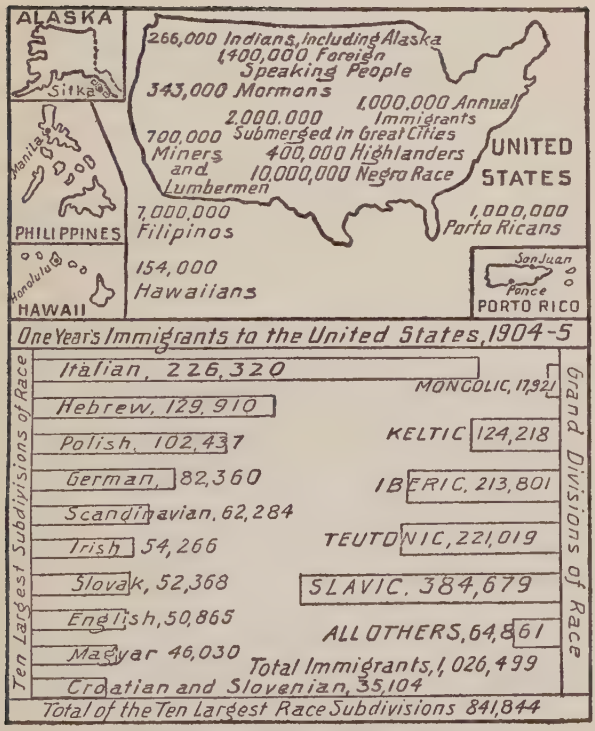
CHART DIAGRAMS

I



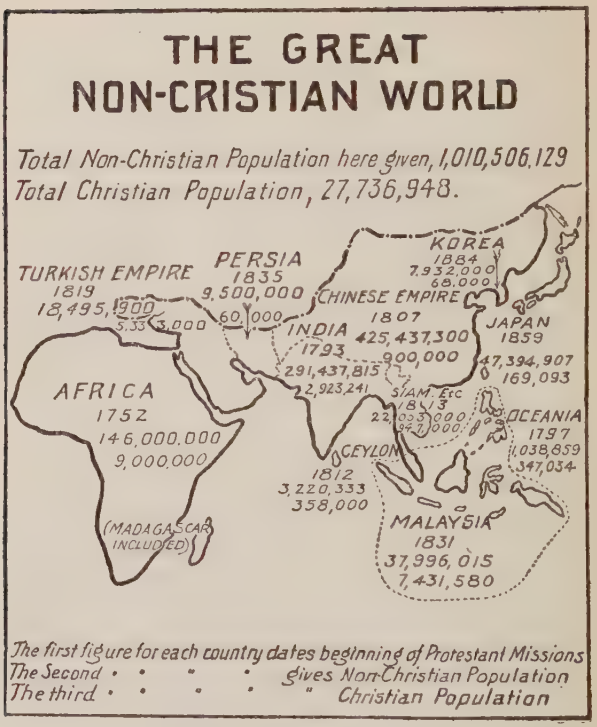
RELIGIOUS CENSUS OF THE WORLD

II



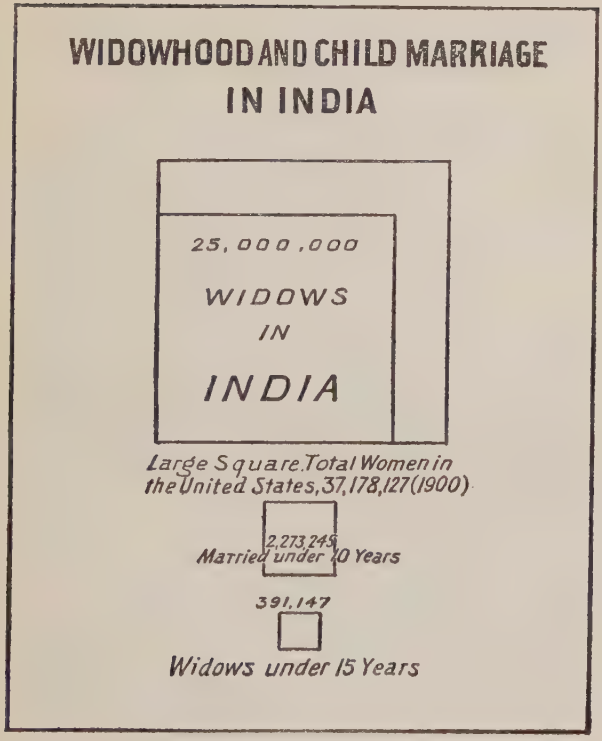
Our Home Mission Problem

III



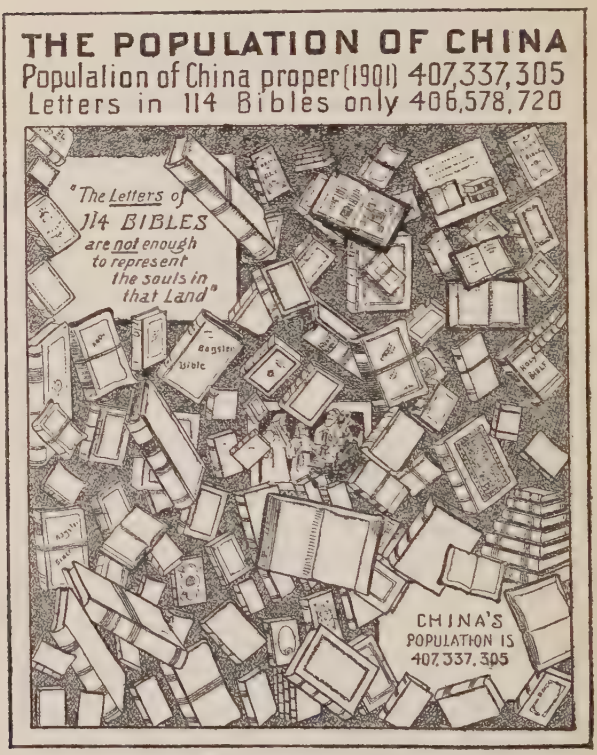
The Great Non-Christian World

IV



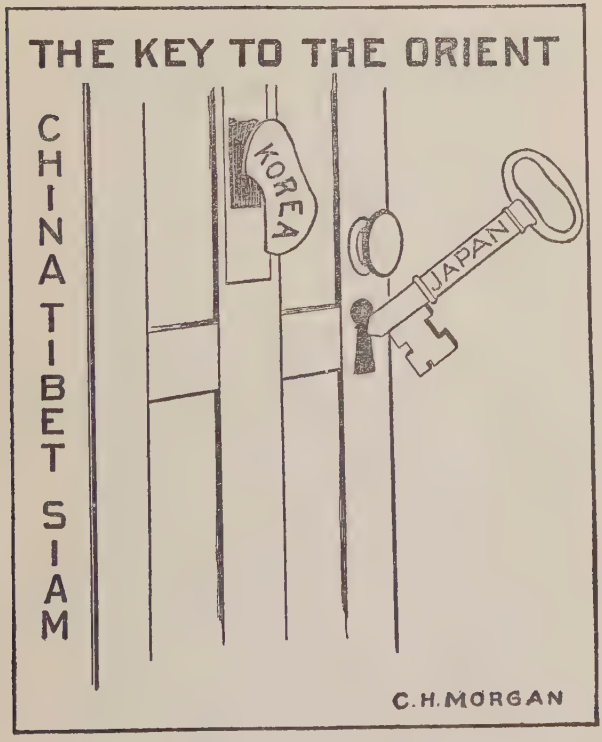
India Womanhood

V


THE POPULATION OF CHINA
Population of China proper (1901) 407,337,305
Letters in 114 Bibles only 406,578,720
"The Letters of 114 BIBLES are not enough to represent the souls in that Land"
CHINA'S POPULATION IS 407,337,305

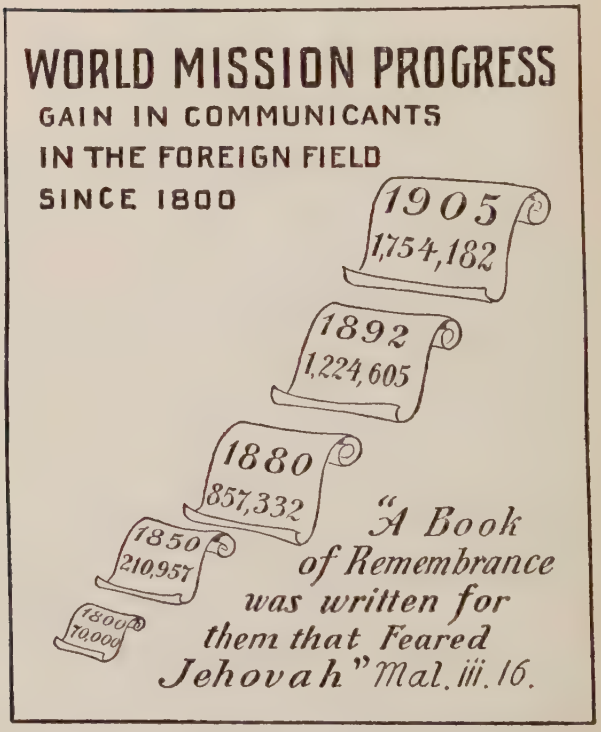
THE POPULATION OF CHINA

VI



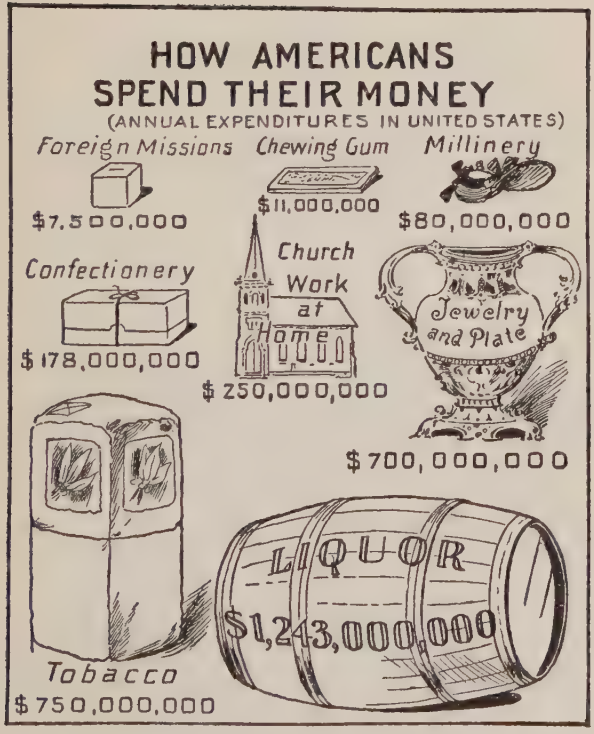
JAPAN THE KEY TO THE ORIENT

VII



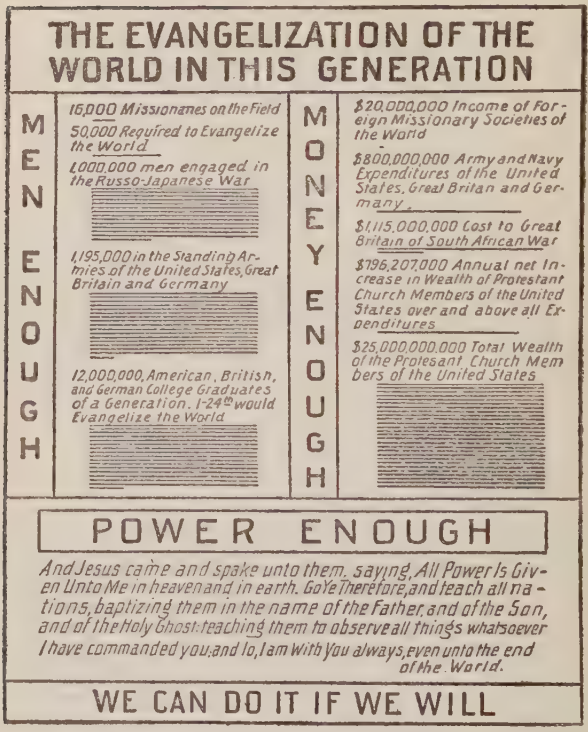
World Mission Progress

VIII



How Americans Spend Their Money

IX


THE EVANGELIZATION OF THE WORLD IN THIS GENERATION
MEN ENOUGH
16,000 Missionaries on the Field
50,000 Required to Evangelize the World
1,000,000 men engaged in the Russo-Japanese War
1,195,000 in the Standing Armies of the United States, Great Britain and Germany
12,000,000, American, British, and German College Graduates of a Generation. 1-24th would Evangelize the World
MONEY ENOUGH
$20,000,000 Income of Foreign Missionary Societies of the World
$800,000,000 Army and Navy Expenditures of the United States, Great Britan and Germany
$1,115,000,000 Cost to Great Britain of South African War
$196,207,000 Annual net Increase in Wealth of Protestant Church Members of the United States over and above all Expenditures
$25,000,000,000 Total Wealth of the Protesant Church Members of the United States
POWER ENOUGH
And Jesus came and spake unto them, saying, All Power Is Given Unto Me in heaven and in earth. Go Ye Therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: teaching them to observe all things whatsoever I have commanded you: and lo, I am with You always, even unto the end of the World.
WE CAN DO IT IF WE WILL

The Evangelization of the World in This Generation

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